

Mount
St. Mary's
COLLEGE

CATALOG
1994-96



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

<http://archive.org/details/catalog1994199600msmr>



CATALOG
1994-1996

MOUNT ST. MARY'S COLLEGE CATALOG

1994-1996

This Catalog is published to aid the student in making decisions leading to accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The rules and regulations stated herein are for information only and in no way constitute a contract between the student and Mount St. Mary's College. The College reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice. Every effort has been made to ensure the accuracy of the information contained in this Catalog. The student should consult the appropriate departments, offices or the published Schedule of Classes for current information.

Accreditations

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by:

The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges
The California State Board of Education Commission on Teacher Credentialing
The California Board of Registered Nursing
The National League for Nursing
The National Association of Schools of Music
American Physical Therapy Association
American Occupational Therapy Association
Committee on Allied Health Education and Accreditation of the American Medical Association

Information regarding these accreditations is located in the Office of the President, 12001 Chalon Road, Los Angeles, California 90049.

Nondiscrimination Policy

Mount St. Mary's College does not discriminate on the basis of race, color, creed, national origin, age or handicap in the administration of its admission policies, scholarship and loan programs, or in its educational programs.

The College offers equal opportunity to all members of its faculty and staff and to applicants for employment without discrimination as to race, color, creed, sex, age, handicap or national origin.

The older facilities of Mount St. Mary's College provide limited wheelchair access.

Mount St. Mary's College complies with the provisions of the Family Educational Rights and Privacy Act of 1974.

In conformance with College Policy, Mount St. Mary's College is an Affirmative Action/Equal Opportunity Employer.

Inquiries regarding the College's equal opportunity policies may be directed to the Director of Human Resources, Affirmative Action Coordinator at (310) 471-9870.

TABLE OF CONTENTS

INTRODUCTION	The Academic Calendar 1994-1995	4
	The College	9
	The Campuses	16, 19
	Maps	17, 20
GENERAL INFORMATION	Admission	23
	Financial Aid	29
	Expenses	35
ACADEMIC INFORMATION/ STUDENT DEVELOPMENT	Undergraduate Academic Policies	40
	The Associate Degree	49
	Student Affairs at Doheny	52
	The Baccalaureate Degree	55
	Student Affairs at Chalon	67
	Graduate Degree Programs	72
COURSES OF INSTRUCTION	Designation of Credits and Courses	81
	Departmental Listing of Courses	82
FACULTY AND ADMINISTRATION	The Board of Trustees	273
	The Administrative Officers	273
	Academic and Student Affairs Staffs	274
	Business Management and Administrative Services Staff	276
	The Faculty	277
	Cooperating Agencies and Clinical Centers	285
INDEX		296

ACADEMIC CALENDAR

1994-95

Graduate & Undergraduate Programs

FALL 1994

August	18-29	ADVISEMENT • Graduate students at Doheny
	19	DEADLINE FOR APPLICATION • Weekend College for 94/FA session
	20	REGISTRATION 94/FA • Returning Weekend College students at Chalon (9AM-2PM) • New Weekend College students at Chalon (1PM-5PM) • Graduate students at Doheny – Walk-in
	22	CLASSES BEGIN – MPT II's
	26-28	ORIENTATION • New Undergraduate students • Chalon
	26	ADVISEMENT/REGISTRATION • New Undergraduate students ONLY • Chalon & Doheny NEW STUDENTS MOVE INTO RESIDENCE HALLS • Chalon & Doheny
	29	94/FA CLASSES BEGIN • for all Undergraduate & Graduate students (except MPT II's)
	September 5	LABOR DAY – HOLIDAY – COLLEGE CLOSED
	10-11	94/FA SESSION • Weekend College (Weekend #1)
	12	94/FA SESSION • HOPE classes begin
October	28	HORIZONS '94 CONVOCATION • Notification of class cancellations will be available in advance
	3	MID-SESSION WARNINGS • HOPE program
	3-7	NOTICE OF MID-SEMESTER ACADEMIC DIFFICULTY • Undergraduate

	10	REGISTRATION PACKETS AVAILABLE • HOPE 94/FA EXTENSION session
	14	NO CLASSES – MID-SEMESTER BREAK
	21	LAST DAY • TO FILE TO RECEIVE DEGREE IN DEC. '94: • Associate • Bachelors • Masters
	31	REGISTRATION DEADLINE • HOPE 94/FA EXTENSION session • Late fee applies after this date
November	7-11	ADVISEMENT FOR 95/SP PRE-REGISTRATION • Undergraduates
	14-20	FINALS • HOPE program
	19	95/SP ADVISEMENT/EARLY REGISTRATION • Graduate • Doheny (9AM-2PM)
	23	LAST DAY • TO FILE TO RECEIVE DEGREE IN MAY/AUG. '95: • Associate • Bachelors • Masters • Late fee of \$25 applies after this date
	24-25	THANKSGIVING HOLIDAYS – COLLEGE CLOSED
	28	94/FA EXTENSION CLASSES BEGIN • HOPE program
December	5	LAST DAY • HOPE program: • To add/drop • Register late for 94/FA EXTENSION
	9-15	FINAL EXAMS • Undergraduate & Graduate
	10	95/SP REGISTRATION • Returning Weekend College students
	19	CHRISTMAS VACATION BEGINS • Chalon & Doheny

SPRING 1995

January	2	LAST DAY ● Undergraduates: ● to meet financial obligations for 95/SP semester ● Late fee of \$40 applies after this date 94/FA EXTENSION CLASSES BEGIN ● HOPE program
	7	ORIENTATION/REGISTRATION (9AM-2PM) ● New Weekend College students ● Chalon
	9	MID-SESSION WARNINGS ● HOPE program
	14	REGISTRATION ● Graduate: ● Doheny 9AM-2PM ● Last day to complete financial obligations ● Late fee of \$40 applies after this date
	16	HOLIDAY – MARTIN LUTHER KING – COLLEGE CLOSED HOPE CLASSES IN SESSION
	17	ADVISEMENT/ORIENTATION/REGISTRATION ● Chalon & Doheny ● 9AM-Noon, 1PM-4PM
	18	SPRING CLASSES BEGIN ● All (BA/AA/Graduate) Weekday Students
February	4	ORIENTATION ● New HOPE OTA & ADN students
	6	95/SP REGISTRATION DEADLINE ● HOPE program: ● Late fee applies after this date
	13-19	FINALS ● HOPE program
	20	HOLIDAY – PRESIDENT'S DAY – COLLEGE CLOSED
	25	95/SP CLASSES BEGIN ● HOPE program

	March	6-10	NOTICE OF MID-SEMESTER DIFFICULTY • Undergraduate
		10	LAST DAY • for A.A. Students: to file for transfer to baccalaureate program for FALL 1995 • for Sophomores to declare a major
		13-17	SPRING BREAK – NO CLASSES • (except HOPE classes will meet)
		27	MID-SESSION WARNINGS • 95/SP HOPE program
		27-31	ADVISEMENT FOR EARLY 95/FA REGISTRATION • Undergraduate
		29	SIENA DAY • Notification of class cancellations will be available in advance
	April	3-7	EARLY REGISTRATION FOR 95/FA • Undergraduate
		14	GOOD FRIDAY – COLLEGE CLOSED
		15	HOLY SATURDAY • HOPE classes do not meet
		22	REGISTRATION FOR 95/SU • Returning Weekend College students
		24	95/SU REGISTRATION DEADLINE • HOPE program: • Late fee applies after this date
		29	MARY'S DAY (HONORS) – CHALON CAMPUS
	May	1-7	FINALS • 95/SP HOPE program
		5-11	FINAL EXAMS • Undergraduates & Graduates
		6	95/SU REGISTRATION • New Weekend College students
		11	GRADUATE HOODING CEREMONY – DOHENY
		12	LAUREL DAY (HONORS) – DOHENY
		13	COMMENCEMENT MASS – CHALON COMMENCEMENT CEREMONY – CHALON

15	95/SU CLASSES BEGIN ● MPT students
20	95/SU CLASSES BEGIN ● HOPE program
20-21	95/SU SESSION ● Weekend College (Weekend #1)
29	HOLIDAY — MEMORIAL DAY — COLLEGE CLOSED
30	LAST DAY ● 95/SU HOPE students: ● to add/drop ● register late

SUMMER SESSION 1995

June	19	MID-SESSION WARNINGS ● HOPE program
		SUMMER SESSION BEGINS ● Doheny
		REGISTRATION OF DOHENY GRADUATE STUDENTS WHO DID NOT COMPLETE MAIL REGISTRATION ● 9AM-NOON, 1PM-4PM ● Late fee applies after this date
July	4	HOLIDAY — INDEPENDENCE DAY — COLLEGE CLOSED
	26-27	95/SU FINALS FOR WED & THUR CLASSES ● HOPE program
	28	SUMMER SESSION ENDS ● Doheny
August	1,5,6,7	95/SU FINALS FOR TUES, SAT, SUN, MON CLASSES ● HOPE program
	7	LAST DAY ● 95/FA Registration for HOPE program: ● Late fee applies after this date
	18	95/SU SESSION ENDS ● MPT students
		95/FA APPLICATION DEADLINE ● Weekend College
	19	95/FA REGISTRATION ● Weekend College

THE COLLEGE

History

Founded by the Sisters of St. Joseph of Carondelet in 1925, MSMC is an independent, Catholic, liberal arts college, primarily for women. The original campus was housed temporarily at St. Mary's Academy, located at Slauson and Crenshaw Boulevards in Los Angeles. In 1927, 36 acres in the Santa Monica mountains were purchased and became the site of the Chalon campus. Twenty years later, an additional 20 acres were acquired. Baccalaureate degree programs, including a Weekend College for working adults, are offered on the Chalon campus. Since 1929, more than 11,000 degrees have been granted.

In 1962, the College expanded to a second campus near downtown Los Angeles, on the site of the historic Doheny estate. Centrally located, the Doheny campus enrolls many students from East Los Angeles and the South Central areas of the city. Two year associate-in-arts degree programs, as well as graduate curricula, are offered on the Doheny campus. The College's Associate Degree in Nursing, like many other programs at Doheny, is designed in an evening/weekend format to accommodate working adults.

As MSMC celebrates its 70th birthday, it remains committed to providing educational opportunities to underserved women. The Doheny campus accepts educationally disadvantaged students into the two-year "alternative access" program for students with underdeveloped skills, who nonetheless have demonstrated potential to succeed in college. Rigorous academic coursework and comprehensive support systems have made the program very successful. Two-thirds of those who enter this program complete the associate degree and/or transfer into a baccalaureate program.

Mount St. Mary's also attracts some of the nation's most well-prepared students. Among recent graduates are a Truman Scholar, a Fulbright Fellow, and Rockefeller Brothers Fund Scholars.

The College enrolls more than 1800 students on two campuses; men are admitted to undergraduate nursing and music programs, the graduate division, the Weekend College, and summer sessions.

Characterization Of Mount St. Mary's College

Mission Statement

Mount St. Mary's College is an academic community committed to continuing exploration of relationship to God, other persons, and nature. This exploration takes the form of programs devoted to excellence in the liberal arts and sciences and career preparation at the associate, baccalaureate, and master's degree levels, with a special focus on education of women for participation and leadership in our society and our times. The Catholic tradition of the College offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

The College encourages its students to actualize their gifts and talents, and to develop the intellectual and professional competence necessary for intelligent and concerned citizenship. The purpose of a Mount St. Mary's education, therefore, encompasses the development of a disciplined and continuing curiosity, a receptivity to new ideas, and the acquisition of the knowledge, skills, and values, both personal and communal, necessary to evaluate these ideas and live them in society.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs. It is found in the way the College functions. Above all, it is found in the whole environment in which inquiry and learning take place. Thus, the College embodies Christian convictions supportive of lives of commitment and Christian concern in a secular society.

Distinctive Services

Several factors emerge from the history and environment of the College that create a distinctive community. A true academic community becomes possible: the total college — not just the classroom, the academic major or the course — is a learning environment.

Historically, the College is a liberal arts institution with a special concern for the education of women. However, men are admitted to the undergraduate Music, Nursing, Physical Therapist Assistant majors, the HOPE Program and Weekend College as well as our graduate programs.

The current enrollment at the college is approximately 1800 students. The Chalon campus primarily offers baccalaureate programs in liberal arts and sciences, Nursing as well as a masters program in Physical Therapy. The Doheny campus offers a variety of programs ranging from associate through graduate.

Student Affairs

On both campuses, the Student Affairs area sponsors a wide variety of activities and services ranging from opportunities for participation in religious, social, and leadership programs to health services, career counseling, and student government. Details of these services and activities are contained within the Student Affairs section of the baccalaureate program and the Student Affairs section of the associate program.

Family Education Rights and Privacy Act

Mount St. Mary's College fully conforms with the Family Education Rights and Privacy Act (the Buckley Amendment) of 1974. In accordance with this act, official records are made available to students and are not made available to off-campus persons or agencies without the express consent of the student, except under legal compulsion or in cases in which the safety of persons or property is involved, or for educational improvement. See current Student Handbook for policy statement.

Legal Responsibility of the College

The college endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use college facilities do so entirely at their own risk. The college has no legal responsibility for injury or other damages suffered by students on or off campus, or in travel to and from such activities or for any expenses in connection therewith.

The Alumnae Association

The Alumnae Association works toward the goals and interests of the College and strengthening avenues of communication and bonds of loyalty between the College and graduates of the Mount.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for outstanding graduates from Catholic colleges; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Degree Programs

Associate Degree Program

Through the Associate in Arts Program students have the opportunity to develop academic competencies and enhance their self-development through involvement on and off campus. Faculty and staff offer excellence in their specialized fields and show concern for the individual student.

Courses of study are offered which lead to degrees in Business, Early Childhood Education, Liberal Arts, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, or Pre-Health Sciences.

All students entering the Associate Degree Program are required to complete a battery of tests which include reading, writing, and math prior to registering for classes. Four semesters are usually required to complete the A.A. degree. Students with deficiencies in mathematics or English skills may need one or two additional semesters.

This program is designed to prepare students for direct entry into a career after graduation or for transfer to a baccalaureate program on the Chalon Campus or another institution.

Bachelors Degree Programs

Mount St. Mary's College offers courses of study leading to the degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science. Primarily these are offered at the Chalon Campus.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing his/her ability

to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the students pursue deeper study in their major areas of concentration and take related elective courses.

Weekend College

The Weekend College on the Chalon Campus of Mount St. Mary's College is an innovative approach to learning that provides working adults with the opportunity to earn a Bachelor of Arts degree in Liberal Arts or a Bachelor of Science degree in Business Administration in four years while continuing to fulfill their full-time obligations to their careers and families.

The Weekend College is not an accelerated program. It is instead a complete college experience, based on a traditional curriculum whose content has been organized in new ways and then redistributed so that classes which would traditionally be spread out evenly over a fifteen-week semester are concentrated into six intensive weekends. These weekends are non-consecutive and are scheduled in such a way that there is a space of at least two weeks, and usually three weeks, between each class weekend. Adult students, even if they work full-time during the week and have, in addition, family and personal obligations, are nevertheless able to perform comfortably and successfully if they have developed a reasonable degree of maturity and motivation. Those who take the full-time load of three courses per semester spend the whole day in classes on both Saturday and Sunday on each of the six weekend sessions.

The program is designed for both men and women, part-time or full-time students, and for those who bring with them transfer credits from other colleges as well as students who are just beginning their college education. Small classes are taught by the same teachers who exemplify Mount St. Mary's academic excellence. Students who receive a four-year bachelor's degree from the Weekend College spend comparable hours in the classroom, receive the same outstanding quality of instruction, and are certified as possessing the same high level of knowledge and skills as the graduates of Mount St. Mary's renowned daytime college.

For additional information please call the Weekend College Office at the Chalon Campus.

HOPE PROGRAM

The HOPE PROGRAM located on the Doheny Campus, offers educational programs for working adult women and men leading to an associate degree in Occupational Therapy Assistant and Nursing. For more information call the ADMISSIONS office.

Masters Degree Programs/Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional training.

Students may earn the degrees of Master of Science in Counseling Psychology, Master of Science in Physical Therapy, Master of Arts in Religious Studies, and Master of

Science in Education with specializations in Administrative Studies, and Special Education (Learning Handicapped). Individually Designed Master of Science degrees in Education may also be developed.

The graduate division also offers courses which qualify the student for California Teaching Credentials and for California Services and Specialist Credentials.

Certificate Programs

Physical Therapist Assistant Certificate

Students selecting this option must:

- ◆ hold an Associate or Baccalaureate degree from an accredited college or university
- ◆ have a 2.5 overall GPA for the most recent 30 units of college academic coursework
- ◆ demonstrate successful completion of at least one semester of full time study
- ◆ have completed a 4 semester unit Human Anatomy course with a laboratory and a 4 semester unit Human or Medical Physiology course with a laboratory with a minimum grade of C (2.0).

Students apply for acceptance into the PTA program at the first of the year before the fall semester of enrollment. (See Requirements for Admission above.) MSMC graduates will be given preference in the selection process. Acceptance is determined by the program admission committee (department chair, program director, faculty, PTA clinicians, and a MSMC admissions representative) and is contingent upon verification of degree, completion of prerequisites and other requirements for admission to the program.

Gerontology

Gerontology is the scientific study of aging. The aging processes are studied mainly from the aspects of biology, psychology and sociology, but there are added ethical, religious, and humanistic dimensions as well.

The Certificate Program in Gerontology at Mount St. Mary's College is designed for women to learn about the aging process, the elders in our society, and ways of adapting to the changes that we all go through. This is a multidisciplinary approach which offers a solid base for those who work with the elderly in service, health, church, or political organizations — or who are interested in their own successful aging.

Requirements for the Certificate are listed in the Gerontology section of this catalog.

Graduate Religious Studies Certificate Programs

The units taken for certification in Pastoral Care/Counseling, Hispanic Pastoral Ministry or Youth and Young Adult Ministry may be applied towards completion of the Masters degree in Religious Studies or the Certificate of Advanced Religious Studies. The certificate programs are as follows:

Advanced Religious Studies

A 30 unit program of directed course work in theology and ministry for those interested in further religious studies, but not a graduate degree. No comprehensives or final research are required.

Hispanic Pastoral Ministry

This 18 unit program is designed for Hispanic leaders wishing a deeper theological background as it relates to ministry. All courses are taught in Spanish for graduate or undergraduate credit.

Pastoral Care/Counseling and Ministry

A 21 unit program in both theoretical and practical studies. Persons in helping ministries are enabled to bring to their ministry a deeper insight into those areas and issues which rely on the insights of theology and psychology. Course work may lead to either the M. A. in Religious Studies or to the M. S. in Counseling Psychology.

Youth and Young Adult Ministry

A 12 unit program conducted in cooperation with the Center for Youth Ministry Development as preparation for those in youth ministry. The program is presently conducted in as many as five dioceses in California. Entrance into the program is dependent on acceptance by both the diocesan office and Mount St. Mary's College.

Further information about these certificate programs can be found under the graduate religious studies section of this catalog.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of library materials for both campuses and also houses the Instructional Media Center.

Established with National Science Foundation funding under their Comprehensive Assistance to Undergraduate Science Education (CAUSE) program, the Instructional Media Center provides a learning support system designed to respond to students' needs for individualized self-paced instructional modules for remediation, when necessary, for reinforcement of classroom content, and for enrichment. Faculty and students are assisted by the media center staff in the selection, utilization, and production of nonbook materials such as videocassettes, super-eight films, and sound slide programs.

The Doheny Campus Library is housed in Building 4, St. Joseph's Hall, on the campus. The Mayer Grant Special Education collection is a part of the Doheny holdings. Mount St. Mary's students may use the library on either campus.

The libraries serving both the Chalon and Doheny campuses currently hold over 130,000 volumes, including bound periodicals, and subscribe to more than 600 periodicals. Moreover, the libraries contain over 5500 titles of media material. Books and

audiovisual materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students.

Students, actively encouraged to use the libraries of Mount St. Mary's College, are also eligible to use the library facilities of other local colleges and universities.

Calendar

Mount St. Mary's College operates on a semester calendar with Fall classes beginning at the end of August and ending before Christmas. Spring semester begins in mid-January and ends in mid-May.

The college offers courses, workshops, and seminars during the summer. A separate schedule of summer offerings is published during the spring.

HOPE PROGRAM offers courses for working adults in 4 ten week sessions throughout the year. Schedules are available through the offices of the Occupational Therapy Assistant Program and the Associate Degree Nursing Program offices on the Doheny Campus.

Schedules for Weekend College classes are available from the Weekend College Office on the Chalon campus.

The Chalon Campus

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking UCLA and Westwood Village. The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. The Chapel occupies the central position on campus with wide stone stairways approaching it on two sides. Outdoor graduation ceremonies are held in this area.

In the Charles Willard Coe Library, students have free access to library stacks and to special collections of art, music, and literature. The rare book treasury contains, among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman. Also housed in the library are the Instructional Media Center and the psychology laboratory.

The Administration Building accommodates the offices of the President, Academic Vice President, Registrar, Director of Human Resources, Chief Financial Officer, and science classrooms and laboratories. Off the patio linking the Administration and Humanities Buildings, is the Weekend College Office.

The five-story Humanities Building contains: classrooms, conference rooms, the Computer Center, the Admissions Office, the Financial Aid Office, the Academic Advisement Center, special facilities for the Music Department, faculty, student, and administrative offices, and the Health Services Center. The Campus Center which comprises nearly the entire first floor of the Humanities Building is used for social and academic functions.

Jose Drudis-Biada Hall, the art building, contains the college bookstore, art galleries, faculty offices, classrooms, studios, and the office of the Da Camera Society.

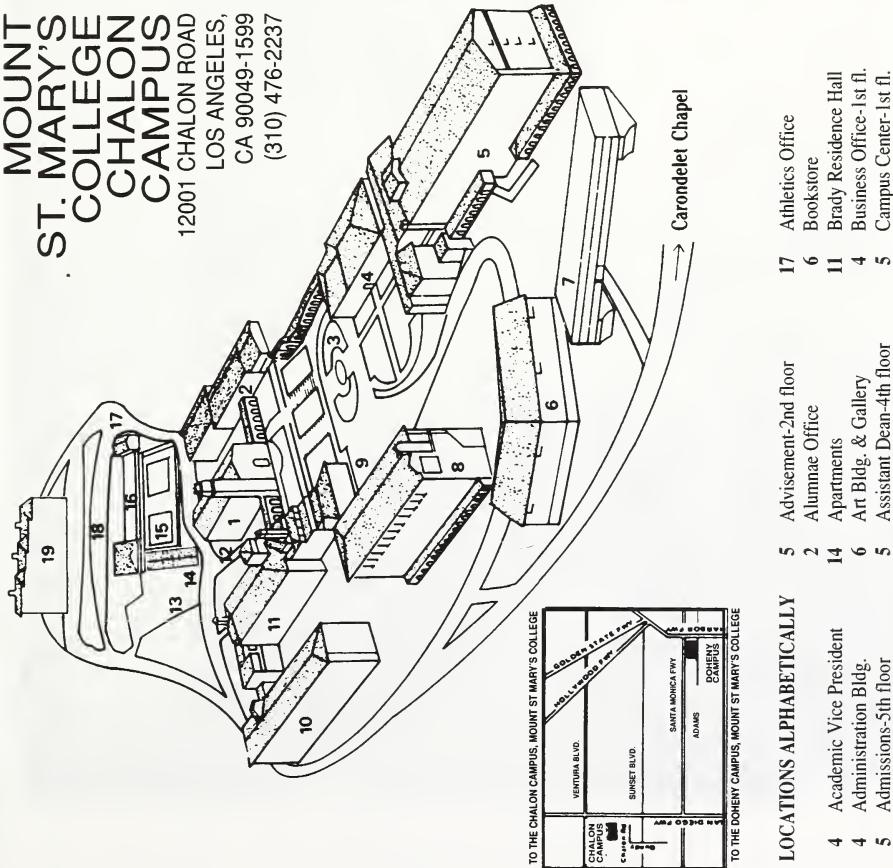
The three residence halls, Brady, Carondelet, and Rossiter, provide living accommodations and dining facilities for more than 370 students. Students may choose single rooms, double rooms, or suites. Lounge areas, kitchenettes, and laundry facilities are conveniently arranged. The Women's Leadership Center is located near the Brady Hall Patio. The Office of Institutional Advancement, the Alumnae Office and the Public Relations Office are located in Rossiter Hall.

An outdoor swimming pool and tennis courts are located at the north end of the campus. Residences for the Sisters of St. Joseph are located north of the swimming pool and tennis courts.

Parking is available in various areas on campus and in the parking structure which is located south of the Drudis-Biada Hall.

**MOUNT
MARY'S
COLLEGE
CHALON
CAMPUS**

12001 CHALON ROAD
LOS ANGELES,
CA 90049-1599
(310) 476-2237





The Doheny Campus

The college expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L. Doheny and his wife, the Countess Estelle Doheny. The campus has been named for them.

The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. In 1965, a classroom building containing an auditorium, lecture rooms, and laboratories was erected. Since that date, Our Lady of Mercy Chapel, Ahmanson Commons, containing the food service and seminar facilities, and McIntyre Hall, a student residence and activity center, have been added to the campus.

The Doheny Campus supplements and extends the educational opportunities which Mount St. Mary's College offers. This location, close to the commercial center of Los Angeles, was thought to be an ideal location for associate degree programs; for graduate degree programs; and for California Credential programs.

Number One houses Physical Therapist Assistant offices and labs.

Number Two provides offices for the Religious Studies graduate programs and Business department faculty offices.

Number Four contains the Doheny Campus Library which supplements the Chalon Campus Coe Library. Also in this building are the Learning Resource Center, Computer laboratory, classrooms, and science laboratories.

Number Seven provides offices for Student Services: the Director of Residence, ASB, Advisement, Career Counseling, Campus Ministry as well as faculty offices.

Number Eight, the Doheny Mansion, is a California Historical Monument and its Pompeian Room, a domed hall of Italian marble, is often used for both educational and social events for students and faculty. This beautiful three-story late Victorian structure provides a number of reception rooms and dining rooms and a small art gallery on the first floor. Other floors are not open to the public.

Carondelet Center, formerly a game room for the Doheny family, provides a small student center and bookstore.

Number Ten is the administration building; it houses offices of the Vice President of Doheny Campus, Admissions, Financial Aid, Registrar, Business, Graduate Division, as well as the Education Department and other faculty offices.

Number Ten ½ (behind Building 10) houses the Occupational Therapy Assistant Program offices, classrooms and laboratory.

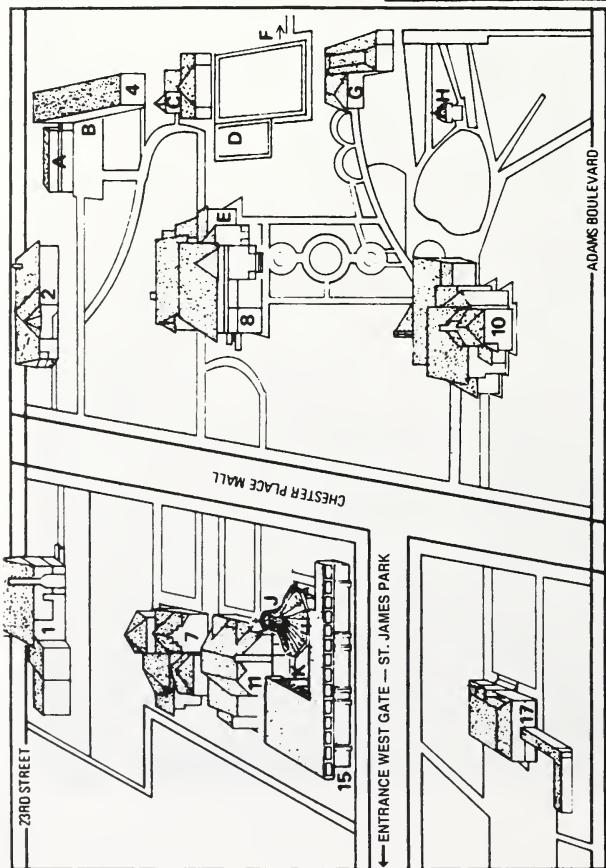
Number Eleven, Ahmanson Commons, provides the Food service, dining areas, seminar rooms and offices of the ADN program and the Psychology Department.

Number Fifteen, McIntyre Hall, houses the majority of resident students, and in addition, contains a large student center/meeting facility.

Between Ahmanson Commons and McIntyre Hall is located the Chapel of Our Lady of Mercy, the spiritual center of the campus.

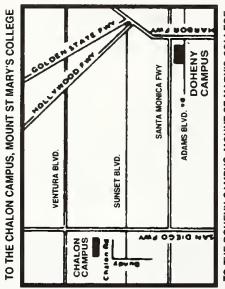
ST. MARY'S COLLEGE DOHENY CAMPUS

MAILING ADDRESS:
10 CHESTER PLACE,
LOS ANGELES,
CA 90007-2598
(213) 746-0450



LOCATIONS BY NUMBER

1,2,7,15	Residence Halls
11	Seminar Room
C	Student Center
7	Student Services
10	Switchboard
1	Bldg. 1*
2	Bldg. 2/Relig. Studies
A	Lecture Hall
B	Patio
4	Classrooms & Library
C	Bookstore & Lounge (WIGWAM)
D	Pool & Tennis Court
7	Bldg. 7/Student Services
8	Bldg. 8/Doheny Mansion
E	Pompeian Room
F	O.T.A. Office, Labs, Classrooms
G	O.T.A. Office, Labs, Classrooms
10	Bldg. 10/Admin., Gazebo
H	Bldg. 11/Ahmanson Commons
I	Our Lady of Mercy Chapel
J	Donohue Conf. Center
K	McIntyre Hall
15	TO THE CHALON CAMPUS, MOUNT ST. MARY'S COLLEGE
17	TO THE DOHENY CAMPUS, MOUNT ST. MARY'S COLLEGE



LOCATIONS ALPHABETICALLY

8	Doheny Mansion
9	Education Dept.-2nd fl.
10	Nursing (Associate Degree)
11	H.O.P.E. Center Offices
12	Financial Aid
13	Gazebo
14	Graduate Office
15	H.O.P.E. Center and Occupational Therapy Assistant Program
16	Lecture Hall
17	Child Devel. Center
18	Classrooms
19	Computer Lab
20	Conf. Rm. & Lounge
21	Counseling Office
22	Dean of the Campus
23	Psychology Department Offices
24	Registrar
25	Religious Studies Dept.
26	Administration
27	Admissions
28	Advisement
29	Ahmanson Commons
30	Archdiocesan Spiritual Life Center
31	A.S.B. Office
32	Business Department Office
33	Bookstore & Lounge (WIGWAM)
34	Business Office
35	Caterina & Dining Rms.
36	Campus Ministry
37	Career Center
38	Chapel
39	Child Devel. Center
40	Classrooms
41	Computer Lab
42	Conf. Rm. & Lounge
43	Counseling Office
44	Dean of the Campus
45	Education Dept.-2nd fl.
46	H.O.P.E. Center and Occupational Therapy Assistant Program
47	Lecture Hall
48	Leadership Center
49	Learning Resource Center
50	Library & Media Center
51	Patio
52	Physical Therapy Dept.
53	Pompeian Room
54	Pool & Tennis Court
55	Psychology Department Offices
56	Registrar
57	Religious Studies Dept.
58	Administration
59	Admissions
60	Advisement
61	Ahmanson Commons
62	Archdiocesan Spiritual Life Center
63	A.S.B. Office
64	Business Department Office
65	Bookstore & Lounge (WIGWAM)
66	Business Office
67	Caterina & Dining Rms.
68	Campus Ministry
69	Career Center
70	Chapel
71	Child Devel. Center
72	Classrooms
73	Computer Lab
74	Conf. Rm. & Lounge
75	Counseling Office
76	Dean of the Campus
77	Education Dept.-2nd fl.
78	H.O.P.E. Center and Occupational Therapy Assistant Program
79	Lecture Hall
80	Leadership Center
81	Learning Resource Center
82	Library & Media Center
83	Patio
84	Physical Therapy Dept.
85	Pompeian Room
86	Pool & Tennis Court
87	Psychology Department Offices
88	Registrar
89	Religious Studies Dept.
90	Administration
91	Admissions
92	Advisement
93	Ahmanson Commons
94	Archdiocesan Spiritual Life Center
95	A.S.B. Office
96	Business Department Office
97	Bookstore & Lounge (WIGWAM)
98	Business Office
99	Caterina & Dining Rms.
100	Campus Ministry
101	Career Center
102	Chapel
103	Child Devel. Center
104	Classrooms
105	Computer Lab
106	Conf. Rm. & Lounge
107	Counseling Office
108	Dean of the Campus
109	Education Dept.-2nd fl.
110	H.O.P.E. Center and Occupational Therapy Assistant Program
111	Lecture Hall
112	Leadership Center
113	Learning Resource Center
114	Library & Media Center
115	Patio
116	Physical Therapy Dept.
117	Pompeian Room
118	Pool & Tennis Court
119	Psychology Department Offices
120	Registrar
121	Religious Studies Dept.
122	Administration
123	Admissions
124	Advisement
125	Ahmanson Commons
126	Archdiocesan Spiritual Life Center
127	A.S.B. Office
128	Business Department Office
129	Bookstore & Lounge (WIGWAM)
130	Business Office
131	Caterina & Dining Rms.
132	Campus Ministry
133	Career Center
134	Chapel
135	Child Devel. Center
136	Classrooms
137	Computer Lab
138	Conf. Rm. & Lounge
139	Counseling Office
140	Dean of the Campus
141	Education Dept.-2nd fl.
142	H.O.P.E. Center and Occupational Therapy Assistant Program
143	Lecture Hall
144	Leadership Center
145	Learning Resource Center
146	Library & Media Center
147	Patio
148	Physical Therapy Dept.
149	Pompeian Room
150	Pool & Tennis Court
151	Psychology Department Offices
152	Registrar
153	Religious Studies Dept.
154	Administration
155	Admissions
156	Advisement
157	Ahmanson Commons
158	Archdiocesan Spiritual Life Center
159	A.S.B. Office
160	Business Department Office
161	Bookstore & Lounge (WIGWAM)
162	Business Office
163	Caterina & Dining Rms.
164	Campus Ministry
165	Career Center
166	Chapel
167	Child Devel. Center
168	Classrooms
169	Computer Lab
170	Conf. Rm. & Lounge
171	Counseling Office
172	Dean of the Campus
173	Education Dept.-2nd fl.
174	H.O.P.E. Center and Occupational Therapy Assistant Program
175	Lecture Hall
176	Leadership Center
177	Learning Resource Center
178	Library & Media Center
179	Patio
180	Physical Therapy Dept.
181	Pompeian Room
182	Pool & Tennis Court
183	Psychology Department Offices
184	Registrar
185	Religious Studies Dept.
186	Administration
187	Admissions
188	Advisement
189	Ahmanson Commons
190	Archdiocesan Spiritual Life Center
191	A.S.B. Office
192	Business Department Office
193	Bookstore & Lounge (WIGWAM)
194	Business Office
195	Caterina & Dining Rms.
196	Campus Ministry
197	Career Center
198	Chapel
199	Child Devel. Center
200	Classrooms
201	Computer Lab
202	Conf. Rm. & Lounge
203	Counseling Office
204	Dean of the Campus
205	Education Dept.-2nd fl.
206	H.O.P.E. Center and Occupational Therapy Assistant Program
207	Lecture Hall
208	Leadership Center
209	Learning Resource Center
210	Library & Media Center
211	Patio
212	Physical Therapy Dept.
213	Pompeian Room
214	Pool & Tennis Court
215	Psychology Department Offices
216	Registrar
217	Religious Studies Dept.
218	Administration
219	Admissions
220	Advisement
221	Ahmanson Commons
222	Archdiocesan Spiritual Life Center
223	A.S.B. Office
224	Business Department Office
225	Bookstore & Lounge (WIGWAM)
226	Business Office
227	Caterina & Dining Rms.
228	Campus Ministry
229	Career Center
230	Chapel
231	Child Devel. Center
232	Classrooms
233	Computer Lab
234	Conf. Rm. & Lounge
235	Counseling Office
236	Dean of the Campus
237	Education Dept.-2nd fl.
238	H.O.P.E. Center and Occupational Therapy Assistant Program
239	Lecture Hall
240	Leadership Center
241	Learning Resource Center
242	Library & Media Center
243	Patio
244	Physical Therapy Dept.
245	Pompeian Room
246	Pool & Tennis Court
247	Psychology Department Offices
248	Registrar
249	Religious Studies Dept.
250	Administration
251	Admissions
252	Advisement
253	Ahmanson Commons
254	Archdiocesan Spiritual Life Center
255	A.S.B. Office
256	Business Department Office
257	Bookstore & Lounge (WIGWAM)
258	Business Office
259	Caterina & Dining Rms.
260	Campus Ministry
261	Career Center
262	Chapel
263	Child Devel. Center
264	Classrooms
265	Computer Lab
266	Conf. Rm. & Lounge
267	Counseling Office
268	Dean of the Campus
269	Education Dept.-2nd fl.
270	H.O.P.E. Center and Occupational Therapy Assistant Program
271	Lecture Hall
272	Leadership Center
273	Learning Resource Center
274	Library & Media Center
275	Patio
276	Physical Therapy Dept.
277	Pompeian Room
278	Pool & Tennis Court
279	Psychology Department Offices
280	Registrar
281	Religious Studies Dept.
282	Administration
283	Admissions
284	Advisement
285	Ahmanson Commons
286	Archdiocesan Spiritual Life Center
287	A.S.B. Office
288	Business Department Office
289	Bookstore & Lounge (WIGWAM)
290	Business Office
291	Caterina & Dining Rms.
292	Campus Ministry
293	Career Center
294	Chapel
295	Child Devel. Center
296	Classrooms
297	Computer Lab
298	Conf. Rm. & Lounge
299	Counseling Office
300	Dean of the Campus
301	Education Dept.-2nd fl.
302	H.O.P.E. Center and Occupational Therapy Assistant Program
303	Lecture Hall
304	Leadership Center
305	Learning Resource Center
306	Library & Media Center
307	Patio
308	Physical Therapy Dept.
309	Pompeian Room
310	Pool & Tennis Court
311	Psychology Department Offices
312	Registrar
313	Religious Studies Dept.
314	Administration
315	Admissions
316	Advisement
317	Ahmanson Commons
318	Archdiocesan Spiritual Life Center
319	A.S.B. Office
320	Business Department Office
321	Bookstore & Lounge (WIGWAM)
322	Business Office
323	Caterina & Dining Rms.
324	Campus Ministry
325	Career Center
326	Chapel
327	Child Devel. Center
328	Classrooms
329	Computer Lab
330	Conf. Rm. & Lounge
331	Counseling Office
332	Dean of the Campus
333	Education Dept.-2nd fl.
334	H.O.P.E. Center and Occupational Therapy Assistant Program
335	Lecture Hall
336	Leadership Center
337	Learning Resource Center
338	Library & Media Center
339	Patio
340	Physical Therapy Dept.
341	Pompeian Room
342	Pool & Tennis Court
343	Psychology Department Offices
344	Registrar
345	Religious Studies Dept.
346	Administration
347	Admissions
348	Advisement
349	Ahmanson Commons
350	Archdiocesan Spiritual Life Center
351	A.S.B. Office
352	Business Department Office
353	Bookstore & Lounge (WIGWAM)
354	Business Office
355	Caterina & Dining Rms.
356	Campus Ministry
357	Career Center
358	Chapel
359	Child Devel. Center
360	Classrooms
361	Computer Lab
362	Conf. Rm. & Lounge
363	Counseling Office
364	Dean of the Campus
365	Education Dept.-2nd fl.
366	H.O.P.E. Center and Occupational Therapy Assistant Program
367	Lecture Hall
368	Leadership Center
369	Learning Resource Center
370	Library & Media Center
371	Patio
372	Physical Therapy Dept.
373	Pompeian Room
374	Pool & Tennis Court
375	Psychology Department Offices
376	Registrar
377	Religious Studies Dept.
378	Administration
379	Admissions
380	Advisement
381	Ahmanson Commons
382	Archdiocesan Spiritual Life Center
383	A.S.B. Office
384	Business Department Office
385	Bookstore & Lounge (WIGWAM)
386	Business Office
387	Caterina & Dining Rms.
388	Campus Ministry
389	Career Center
390	Chapel
391	Child Devel. Center
392	Classrooms
393	Computer Lab
394	Conf. Rm. & Lounge
395	Counseling Office
396	Dean of the Campus
397	Education Dept.-2nd fl.
398	H.O.P.E. Center and Occupational Therapy Assistant Program
399	Lecture Hall
400	Leadership Center
401	Learning Resource Center
402	Library & Media Center
403	Patio
404	Physical Therapy Dept.
405	Pompeian Room
406	Pool & Tennis Court
407	Psychology Department Offices
408	Registrar
409	Religious Studies Dept.
410	Administration
411	Admissions
412	Advisement
413	Ahmanson Commons
414	Archdiocesan Spiritual Life Center
415	A.S.B. Office
416	Business Department Office
417	Bookstore & Lounge (WIGWAM)
418	Business Office
419	Caterina & Dining Rms.
420	Campus Ministry
421	Career Center
422	Chapel
423	Child Devel. Center
424	Classrooms
425	Computer Lab
426	Conf. Rm. & Lounge
427	Counseling Office
428	Dean of the Campus
429	Education Dept.-2nd fl.
430	H.O.P.E. Center and Occupational Therapy Assistant Program
431	Lecture Hall
432	Leadership Center
433	Learning Resource Center
434	Library & Media Center
435	Patio
436	Physical Therapy Dept.
437	Pompeian Room
438	Pool & Tennis Court
439	Psychology Department Offices
440	Registrar
441	Religious Studies Dept.
442	Administration
443	Admissions
444	Advisement
445	Ahmanson Commons
446	Archdiocesan Spiritual Life Center
447	A.S.B. Office
448	Business Department Office
449	Bookstore & Lounge (WIGWAM)
450	Business Office
451	Caterina & Dining Rms.
452	Campus Ministry
453	Career Center
454	Chapel
455	Child Devel. Center
456	Classrooms
457	Computer Lab
458	Conf. Rm. & Lounge
459	Counseling Office
460	Dean of the Campus
461	Education Dept.-2nd fl.
462	H.O.P.E. Center and Occupational Therapy Assistant Program
463	Lecture Hall
464	Leadership Center
465	Learning Resource Center
466	Library & Media Center
467	Patio
468	Physical Therapy Dept.
469	Pompeian Room
470	Pool & Tennis Court
471	Psychology Department Offices
472	Registrar
473	Religious Studies Dept.
474	Administration
475	Admissions
476	Advisement
477	Ahmanson Commons
478	Archdiocesan Spiritual Life Center
479	A.S.B. Office
480	Business Department Office
481	Bookstore & Lounge (WIGWAM)
482	Business Office
483	Caterina & Dining Rms.
484	Campus Ministry
485	Career Center
486	Chapel
487	Child Devel. Center
488	Classrooms
489	Computer Lab
490	Conf. Rm. & Lounge
491	Counseling Office
492	Dean of the Campus
493	Education Dept.-2nd fl.
494	H.O.P.E. Center and Occupational Therapy Assistant Program
495	Lecture Hall
496	Leadership Center
497	Learning Resource Center
498	Library & Media Center
499	Patio
500	Physical Therapy Dept.
501	Pompeian Room
502	



Number Seventeen houses the Child Development Center, a state-funded day care center for young children. This center serves students of diverse ethnic, linguistic, and social backgrounds from the surrounding area. Mount St. Mary's students in the Early Childhood program fulfill assignments in child observation at the Center.

The tennis court and pool areas are in back of Number Eight. Parking areas are on the Mall.

GENERAL INFORMATION

Admission/Financial Aid/Tuition and Fees

Admission To The Undergraduate Degree Programs

Admission to the Associate Degree Program

The Associate Degree Program at Mount St. Mary's College is offered on the Doheny Campus. Students may seek a traditional Associate of Arts degree or a specialized A.A. degree in a professional program. All programs are open to women; men are admitted only to the Nursing, Occupational Therapist Assistant and Physical Therapist Assistant programs.

Specializations within the Associate Degree programs in Nursing, Occupational Therapy Assistant and Physical Therapist Assistant have specific requirements for admission. Please refer to the appropriate section of the catalog for these requirements. In all cases students must be admitted to Mount St. Mary's College prior to admission to any specialized program. A student may be admitted to the associate degree program and begin to take the prerequisites required for these specializations.

Candidates for admission to the Associate Degree Program are evaluated on the basis of their high school coursework and record (or GED), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Admission to the Baccalaureate Degree Programs

The Bachelor of Arts, the Bachelor of Music, and the Bachelor of Science degree programs are offered on the Chalon campus. All undergraduate majors are open to women; men may be admitted only to the Music and Nursing programs. Students interested in the nursing program must meet additional requirements for admission to that program. Please see the appropriate section of this catalog for those requirements.

Candidates for admission to the baccalaureate programs are evaluated on the basis of their high school coursework and record (or GED), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Undergraduate Admission Procedures

All documents should be sent to the Admissions Office, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049.

Freshman Admission Procedures to the Associate or Bachelor Degree Programs

Candidates' files for admission will be evaluated when the following documents have been received. Please note: the priority date for freshman admission for the Fall semester is March 1, for Spring admission is November 1. Applications and all supporting documents should be received in the Admissions Office by the priority date. Applicants completing files after the priority date will be considered if space in the class remains.

1. A completed and signed Mount St. Mary's College application form and \$30 application fee or fee waiver (from the high school counselor). Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of high school work sent directly to the Admissions Office from the high school. Transcripts should show coursework through the junior year in high school. Senior year grades may be required of some candidates. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution. A final high school transcript showing evidence of graduation is required of enrolling students. A student may replace the high school transcript with an official record of the GED.
3. Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT) are required. These may be sent directly from the testing service or may be included on the official transcript from the high school.
4. A complete essay of 200 words or more responding to one of the three questions listed on the back page of the application for admission.
5. An academic reference from a high school teacher, counselor, principal or school head. This may be sent from the reference to the Admissions Office on the form provided with the application or it may be sent on school letterhead.
6. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admissions Committee reach a decision.
7. The record of a personal interview will be included in the application file. Serious candidates are encouraged to schedule an interview with an admissions counselor to discuss goals, the high school record, and other matters that will assist the Admissions Committee.

Once the documents have been received, the file will be evaluated and a decision made by the Admissions Committee. The student will be notified within two weeks of the Committee's decision. Several decisions may be made:

1. The student is admitted and if she is applying for financial aid, the Office of Financial Aid is notified.

2. The student applied for admission to the Baccalaureate Program at Chalon and the Committee believes that her record shows the need for further preparation; the student may be admitted under the Alternative Access Program to the Doheny Associate of Arts Degree Program.
3. The student may be admitted on a conditional basis if extraordinary circumstances call for this decision. If so, the student will be required to meet conditions set in her letter of admission, including earning "C's or better" in each course and finishing a contract set by the Learning Center Staff.
4. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$100 tuition deposit to hold their places in the entering classes. For students entering in the Fall semester, this tuition deposit is due by May 1 or within two weeks of the receipt of a financial aid package, whichever is later. For Spring semester, this deposit is due in early January. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Transfer Admission Procedures to the Associate or Bachelor Degree Programs

Candidates' files for admission will be evaluated when the following documents have been received. Please note the following dates:

applicants for transfer admission to the Bachelor of Science degree in Nursing: March 1 deadline

applicants for transfer admission to the Associate of Arts degree in Physical Therapist Assistant: February 15 deadline

applicants for transfer admission to the Associate of Arts degree in Nursing or Occupational Therapy: follow the deadlines provided by the HOPE Program

applicants for transfer admission to all other Associate and Baccalaureate Degree Programs: April 15 priority date.

Applications and all supporting documents should be received in the Admissions Office by the priority date or deadline. Programs with deadlines will adhere to these dates and applications received after these dates will not be considered. Applicants completing files after the priority date will be considered on a space-available basis.

The documents required for application as a transfer are:

1. A completed and signed Mount St. Mary's College application form and \$30 application fee or fee waiver. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of all college work attempted from each college attended. Transcripts should be sent directly from the college(s) to the Admissions Office at Mount St. Mary's College. Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.
3. Official high school transcripts or the GED, and official SAT or ACT scores will be required if the student is under 25 years of age and:
 - is applying for admission to the Baccalaureate program and has completed fewer than 24 transferable units at the time of application

- is applying for admission to the Associate program and has completed fewer than 15 transferable units at the time of application.

Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.

4. If the student is 25 years or older, the requirements for SAT or ACT scores and the high school transcript do not apply. However, the student must furnish proof of high school graduation or the GED.
5. A complete essay of 200 words or more responding to one of the three questions listed on the back page of the application for admission.
6. An academic reference from a professor or counselor. This may be sent from the reference to the Admissions Office on the form provided with the application or it may be sent on school letterhead.
7. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admissions Committee reach a decision.

Once the documents have been received, the file will be evaluated and a decision made by the Admissions Committee. The student will be notified within two weeks of the Committee's decision if applying for a program other than nursing, occupational therapist assistant or physical therapist assistant. In those cases, the faculty of the programs will reach a decision based on the special requirements and prerequisites necessary for the program, notifying the students within two weeks of their decision. Several decisions may be made:

1. The student is admitted and if she is applying for financial aid, the Office of Financial Aid is notified. A preliminary evaluation of transferable credits will be sent with the letter of admission or shortly thereafter.
2. The student has applied for nursing, occupational therapist assistant or physical therapist assistant and is not admitted directly to the program. The student may take prerequisite courses for those programs and reapply for the next term.
3. The student may be admitted on a conditional basis if extraordinary circumstances call for this decision. If so, the student will be required to meet conditions set in her letter of admission, including earning "C's or better" in each course and finishing a contract set by the Learning Center Staff.
4. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$100 tuition deposit to hold their places in the entering classes. For students entering the Fall semester, this tuition deposit is due by June 1 or within two weeks of the receipt of a financial aid package, whichever is later. For Spring semester, this deposit is due in early January. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Admission to the Weekend College

Adults interested in the Weekend College may apply at any time during the year for admission to any one of the trimesters (Summer, Fall, or Spring). Information on application deadlines and starting dates can be obtained from the Weekend College Office.

Applicants to the Weekend College should complete the admission application and submit it to the Weekend College Office with the \$30.00 application fee.

Acceptance into the Weekend College is based upon the following:

- receipt of a completed admissions application and fee,
- receipt and evaluation of transcripts for any previous college courses attempted,
- an official high school transcript if the applicant has completed fewer than 24 units of transferable college courses,
- a personal interview, and
- an evaluation of all admission information by the Weekend College Admissions Committee.

In selecting potential candidates for the program, Mount St. Mary's College is principally interested in those adults who are committed to completing their degree, who have the requisite time-management skills and motivation to function successfully within the unusual weekend format, and who are comfortable with the level of maturity that prevails among the student body at the Weekend College.

Procedures for International Students

Students applying for admission should refer to the freshman or transfer sections for general instructions. In addition to the requirements stated in those sections:

1. Certified original copies of all transcripts must be submitted accompanied by official translations.
2. The Test of English as a Second Language (TOEFL) is required of all applicants for whom English was not the language spoken in the schools they attended. An official score must be sent directly from the testing agency or the school to the Admissions Office. Note: the score required for admission to the Baccalaureate degree programs is 500; for admission to the Associate degree programs is 450.
3. A financial statement describing the resources available to the student must accompany the application for admission. Official verification of bank funds must also be submitted along with an English translation.
4. Students transferring from an ESL program or another US college or university must comply with all immigration regulations necessary for transfer.

If the student is admitted to Mount St. Mary's College, she will be required to submit a US \$300 non-refundable tuition deposit by June 15. If the student has coursework on the college level completed in another country, she will also have to submit a \$175 fee which will cover the official evaluation of the student's record. A copy of the evaluation will be sent to the student. The I-20 form will be sent to the student upon receipt of the tuition deposit and it is the student's responsibility to obtain the proper student visa to enter the United States.

Intercampus Transfers

Mount St. Mary's College offers students who begin their studies in the associate degree program the opportunity to transfer to the baccalaureate program. Students wishing to transfer must have completed 24 transferable units with at least a 2.25 grade point average and complete the following steps:

1. Fill out a Program Change Application obtaining verification of transferable units and cumulative gpa from the Doheny Registrar and the signature of an academic advisor/specialization director.
2. Submit the completed form to the Academic Advisement Center, Doheny Campus.
3. If the student is requesting to transfer to the Nursing or Liberal Studies majors, the transfer must also be approved by the chairperson of that department.
4. The student is informed by the Coordinator of the Academic Advisement Center, Chalon Campus, when the application process is completed.

Change of Program Applications can be obtained at the Registrar's Office, Doheny Campus.

Students who began their studies in the Baccalaureate program and are interested in transferring to the Associate degree program should contact the Coordinator of Academic Advisement on the Chalon Campus.

Advanced Placement

Students who earn scores of 3, 4, or 5 on Advanced Placement Examinations, or pass the higher level International Baccalaureate Exams with scores of 4, 5, 6, or 7 receive college credits for equivalent courses provided they are accepted and enrolled at Mount St. Mary's College. Test results should be sent directly to the Office of the Assistant Academic Vice President, Chalon or to the Office of the Vice President, Doheny.

Financial Aid

Mount St. Mary's College is committed to making a college education accessible to as many qualified students as possible, regardless of their financial means. Students and their parents are encouraged first to consider all possible resources when planning to meet the expenses of a college education. Through various financial aid programs, the Financial Aid office will help in the best possible way to provide students with the difference between the family contribution and the cost of education.

Mount St. Mary's College administers financial aid in accordance with federal government guidelines. These guidelines are based on the principle that students and their parents have the primary responsibility in meeting educational expenses to the extent they are able. Financial aid funds are then used to fill the gap between what the family is expected to contribute (including the student's own earnings) and the annual cost of education.

To apply for Financial Aid, students must use the Free Application for Federal Student Aid (FAFSA) and the Financial Aid Form (FAF). Students enrolled in the HOPE Center, Weekend College and Graduate Division should only apply with the FAFSA. These applications are available through Mount St. Mary's College Financial Aid Office or Admissions Office. Students may also contact their High School College/Career Counselor or any college financial aid office to obtain an application. Each application is mailed to a central processor in the envelope provided; it is not mailed directly to Mount St. Mary's College Financial Aid Office. Financial Aid brochures giving complete application and program information may be obtained by writing to or calling the Financial Aid Office on the Chalon or Doheny campuses.

Types of Financial Aid

Grants and Scholarships

Grants and Scholarships are gift monies that do not require repayment. They are based on financial need and/or academic merit. Grants and scholarships are provided to students from one or more of the following sources: the federal government; the State of California; outside organizations; and Mount St. Mary's College. Below is a listing of institutional talent and achievement scholarships.

Alumnae Scholarship

Awards valued at \$1000 per year are made to undergraduate students in the traditional program who are daughters of alumnae.

Art Scholarship

Awards are made to full-time students who are Art majors and who demonstrate exceptional artistic ability. Award amounts vary and are based on financial need and merit. Students must submit a portfolio of their art work to the chairperson of the Art Department.

Credential Scholarship

Awards are made to students enrolled in the fourth or fifth year of the credential program and/or Specialist Services credential program. A special application is required and is available from the Education Department.

Future Teacher Scholarship

The Future Teacher Scholarship is awarded to incoming freshmen who desire to pursue teaching as a career. Awards are made up to half-tuition, renewable for four years. Recipients must maintain a 3.3 cumulative grade point average.

Candidates are considered on the basis of outstanding academic preparation, SAT or ACT test results and a personal interview with members of the Scholarship committee. Supporting letters and/or other formal documentation of outstanding achievements are encouraged.

Music Scholarship

Awards are made to full-time students who are enrolled as Music majors and who demonstrate exceptional talent in music. Award amounts vary and are based on financial need and merit. Contact the chairperson of the Music Department for further details.

President's Scholarship

The President's Scholarship is awarded to incoming freshmen who demonstrate exceptional academic abilities. The award is renewable for up to four years. Recipients must maintain a 3.5 cumulative grade point average. (For President's Scholarship purposes only, honors courses are calculated into the grade point average on a five-point scale, rather than the four-point scale.)

Candidates are considered on the basis of outstanding academic preparation, SAT or ACT test results and a personal interview with members of the Scholarship Committee. Supporting letters and/or other formal documentation of outstanding achievements are encouraged.

Transfer Scholarship

Awards of up to half of tuition are made to students who begin their academic career on the Doheny Campus and transfer to the Chalon Campus to complete their baccalaureate degrees. Awards are based on academic achievement. Students transferring must see their advisors for an application.

Tuition Scholarships for MSMC Graduate Students

Members of religious communities receive a 35% tuition scholarship.

Students enrolled in **Graduate Programs** who are full-time employees of **Los Angeles Archdiocesan or Diocese of Orange** institutions as listed in their respective directories, upon written verification of employment, receive a 35% tuition scholarship. Hospital employees are not eligible for this discount.

Mount St. Mary's College has a policy regarding the granting of tuition scholarships to students enrolled in graduate degree programs.

A tuition scholarship of an amount specified by the College each year will be awarded to those persons who fulfill the requirements:

1. Student MUST BE EMPLOYED FULLTIME (40 hour work-week) in Roman Catholic Church Ministry in the Los Angeles Archdiocese or the Diocese of Orange. Those working in Catholic hospitals are not eligible for these monies, UNLESS they are paid a stipend rather than a salary.
2. This employment must be the major source of income for the student.
3. Student must have a Tuition Scholarship Application form completed and submitted at least three weeks prior to registration. This must be done each year. The scholarship is not automatically turned over each year. It is the responsibility of the student to secure a copy of the form to be completed each year, to complete it, and return it as directed.
4. Student must maintain good academic standing in the graduate program to qualify.
5. *Workshops and Continuing Education* courses are excluded from these funds.

Scholarships through the Independent Colleges of Southern California

The Independent Colleges of Southern California (ICSC) is a nonprofit organization which provides, through a unified annual appeal, financial contributions from corporations, foundations and other friends to help Southern California's smaller private colleges and universities meet the rising costs of quality higher education. ICSC scholarships administered through Mount St. Mary's College include:

Avery Dennison Careers in Education Scholarships

Avery Dennison Corporation Scholarships

CBS Foundation Challenge Scholarships

Chevron Merit Awards

Fluor Independent Colleges Scholarships

GTE California Independent Colleges Scholarships

Lockheed Scholars Program

Foundation of the Milken Families Scholarships

Philip Morris New Minority Teachers Scholarship Program

The Ralph M. Parsons Memorial Scholarships

The Ralph M. Parsons Scholars Program

Southern California Edison Independent Colleges Scholarships
TELACU Scholarships
Transamerica Occidental Life Insurance Company Scholarships
UNOCAL Scholars
The UPS Scholars

Loans

Loans are money that must be repaid, usually with interest. The interest rates and terms of the loan vary by program. Some of the loan programs require a separate application in addition to free application for federal student aid. The Financial Aid Office is unable to replace loan funds with grant funds, but students may replace loan funds with private scholarships received from outside organizations not affiliated with MSMC.

Nursing Loan

The Nursing Loan is a low interest, federal loan available to students accepted in the Nursing program. Awards are based upon financial need. Repayment begins nine (9) months after graduation or withdrawal from the Nursing program at a five (5) percent interest rate.

Federal Perkins Loan

The Perkins Loan is a low interest, federal loan available to all students. Eligibility is based upon financial need with first priority going to full-time, undergraduate students with the greatest financial need. Repayment begins nine (9) months from the date the borrower ceases to be at least a half-time student at an interest rate of five (5) percent.

Federal Stafford Loan

All students are eligible to receive Federal Stafford Loans. Need-based Federal Stafford Loans are called "subsidized" because the federal government pays the interest while in school and during deferment periods. Unsubsidized Federal Stafford Loans are not based on financial need, and students are responsible for paying the interest while in school and during periods deferment. A student may have a Federal Stafford loan partly based on financial need and partly not on need up to the annual maximum. The maximum loan is \$2,625 per year for freshmen; \$3,500 per year for sophomores; \$5,500 per year for juniors and seniors and \$8,500 per year for graduate students. Repayment begins six (6) months after graduating or ceasing to maintain at least half-time enrollment. The interest rate varies depending on when the first loan was borrowed.

Parent Loans for Undergraduate Students (SLS/PLUS)

PLUS Loans are not based on financial need, but must be coordinated with other financial aid where need is established.

PLUS loans are available for parents of dependent undergraduate students who are enrolled at least half-time. Parents may borrow up to their student's cost of education. The interest rate is variable, not to exceed 10%. Interest and repayment begin within 60 days.

Institutional Loans

Through the generosity of several foundations, Mount St. Mary's College has several institutional loan programs with varying interest rates; some interest rates for these loans vary between zero and seven percent. In addition, eligibility requirements vary by program. Contact the Financial Aid Office for more information regarding these loans.

Other Loans

The college also has several other private loan programs available to students. The interest rates for these loans vary between 0% to 9%. For information regarding these programs, contact the Financial Aid office.

Short-term Loans

Two short-term loans are available to students: First Interstate Bank Emergency Loans (\$250 maximum) and the Nancy Manning Loan (\$50 maximum; for Chalon students only). For information on both short-term loans, contact the Student Affairs office.

Student Employment

On-Campus Student Employment

Work study is money earned from employment on campus. Students receive a paycheck every two weeks for the hours worked and may use the earnings to make tuition payments, pay for books and supplies or pay for personal expenses.

Both Federal College Work Study and Mount Work Study (institutionally funded) provide excellent opportunities outside the classroom. Students who participate in either program may choose to work in a variety of on-campus sites. These include: the Financial Aid Office, the Admissions Office, Campus Ministry, the Library, departmental offices and laboratories. Through "hands on" experiences in these offices, students develop valuable skills which may be later translated to professional settings.

Off-Campus Student Employment

The Student Placement Office at Chalon and the Career Center at Doheny have job boards which list a wide variety of off-campus employment opportunities.

Satisfactory Academic Progress Requirements

All financial aid recipients must be regularly admitted students with degree or certificate objectives. While receiving financial aid, students must be advancing toward their degree/certificate objectives at a reasonable rate and must maintain a minimum 2.0 grade point average. The Financial Aid brochure provides detailed information regarding Satisfactory Academic Progress.

Expenses for 1994-1995 Academic Year

Tuition (Payable at Registration)

Undergraduate Students

Full-time (12-18 units/semester)	\$12,474.00	per year
	6,237.00	per semester
Full-time (units in excess of 18/semester)	475.00	per unit
Part-time (less than 12 units/semester)	475.00	per unit
Tuition Deposit - required of all incoming full-time undergraduate students as stipulated in student's acceptance packet. Not refundable (held in escrow for two years). Applicable only to tuition.	100.00	
Housing Deposit - Required of all incoming full-time undergraduate students who are requesting on-campus college housing. The housing deposit is honored when the required tuition deposit has also been received (total deposit \$200.00). This deposit is held in escrow for the length of time the student remains in college housing. (See Residence section of the catalog for further details).	100.00	

Graduate Students

Tuition (per unit)	\$330.00
--------------------	----------

HOPE Programs

ADN Associate Degree in Nursing	300.00	per unit
OTA Occupational Therapy Assistant	300.00	per unit

Weekend College

Tuition (per unit)	330.00
--------------------	--------

Auditing Courses (Recorded on Transcript)

Students register for audit in the same manner as for credit and pay the same fees.

Fees

COMPREHENSIVE STUDENT FEE (applies to all undergraduates and Physical Therapy graduate students).	\$220.00	per semester
All other Graduate Students and students with 1-6 units	20.00	per semester
Parking Permit (Including L.A. City Tax)	66.00	per year

Student Health and Accident Insurance

Undergraduate Students	(estimated) 318.00	per year
Graduate Students	(estimated) 365.00	per year

All full-time students who are not covered by personal insurance must carry the student Health and Accident Insurance. The charge will be automatically included on the student invoice. Students who are already covered by personal insurance may elect not to participate in this plan. However, a **Waiver Card must be submitted no later than August 5, 1994** in order to have the charge removed from the invoice. A graduate student may elect to purchase Student Health and Accident Insurance if the student is carrying six or more units. Undergraduate students first enrolling in the Spring Semester will be charged \$280.00 (estimated) for coverage which may be waived provided a Waiver Card is submitted no later than January 3, 1995. Student Health and Accident Insurance Premiums are not determined by the College and actual premiums are subject to insurance market conditions.

Student Health and Accident Insurance is independent of the on-campus Health Service fee.

General

Application for Admission	30.00
Application Fee for International Students	75.00
Late Registration (after published dates and time of registration)	40.00
Dropping Courses after published deadline (per transaction)	10.00
Adding courses after published dates	10.00
Graduation Fee — Graduate Students	100.00
Transcripts	5.00 per copy
Administrative Fee for handling returned checks and postdated checks	20.00

Courses

EDU 33 The Visual and Performing Arts for the Young Child (Lab fee for Materials)	10.00	per course
Applied Music — part-time student	115.00	per unit Fee paid to instructor
Enrichment Course	105.00	for 1 unit course
	180.00	for 2 unit course

Residence (Chalon and Doheny)

Board and triple room	4,700.00	per year
	2,350.00	per semester
Board and small double room	5,060.00	per year
	2,530.00	per semester
Board and large double room	5,300.00	per year
	2,650.00	per semester
Board and single room	5,780.00	per year
	2,890.00	per semester
Board, single room, and half-bath	6,486.00	per year
	3,243.00	per semester
Board, single room with bath	6,580.00	per year
	3,290.00	per semester

A housing deposit of \$100.00 is required to activate the housing application.

New students should send the housing deposit to the Admissions Office of Mount St. Mary's College. Currently enrolled students should send the deposit to the Residence Life Office.

This deposit may be refunded upon permanent termination of the Residence Living License Agreement subject to deductions for any loss, damage, excessive room cleaning, or failure to meet the deadlines described below:

Prior to Fall occupancy, this \$100 room deposit will be refunded if the Residence Life Office has been notified **in writing** by June 1 that the student has opted not to live in the residence halls for that semester. \$50 will be refunded if the Residence Life Office is notified by July 1. After July 1, no deposit will be refunded.

Prior to Spring occupancy, this \$100 room deposit will be refunded if the Residence Life Office has been notified **in writing** by December 1 that the student has opted not to live in the residence halls for that semester. After December 1, no deposits will be refunded. This policy is applicable to students currently in residence and new applicants to residence **for Spring semester**.

Each resident student is required to sign a Residence Living License Agreement which begins with the day immediately prior to the first day of classes for the Fall term and extends through the day immediately following the last day of Final exams for Spring term (vacation period excepted).

The Residence Halls are open during the Thanksgiving and Easter break for an additional fee of \$15 per day, not including meals. The Residence Halls are closed for the Christmas break.

Reduced Charges

All students complying with the procedure established for withdrawal from the College or unit reduction are entitled to have charges reduced according to the following scale:

Period Of Time	Reduction
During 1st Week (Tuition)	100% minus \$25. 00 Administrative Fee
During 1st Week (Room & Board)	75%
During 2nd Week (Tuition, Room & Board)	75%
During 3rd Week (Tuition, Room & Board)	50%
During 4th Week (Tuition, Room & Board)	25%
After 4th Week	-0-

The date on which notice of withdrawal is filed with the Registrar's Office is used to calculate reduction of charges for tuition and/or room and board. Reductions will first be credited against a student's financial aid, if any, before a balance accrues to the student. No refunds will be made for fees. Refunds will not be made in cases of suspension or dismissal.

Tuition for all students, including those whose tuition payments have been deferred, becomes an obligation in accordance with the provisions of the reduced charges.

When outside agencies, grants, scholarships or loans do not cover the withdrawal or change of unit charge, the individual will be responsible for the amount due.

Obligation for Payment

Failure to make payments for tuition, fees, or other amounts owed the College when due, or to arrange for such payments before their delinquent dates, is considered sufficient cause to 1) bar the student from registering for classes or examinations, 2) drop the student from pre-registered classes, with subsequent registration subject to late fees, 3) withhold diploma, scholastic certificate, or transcript of record, and/or 4) suspend the student.

All tuition and fees are subject to change without notice.

Tuition Payment Options

Methods for paying tuition, room and board and/or fees for Mount St. Mary's College for the 94/95 Academic year: (Dates for the 95/96 Academic year will be published in the Catalog Supplement.)

1. Payment in full by mail. Payment must arrive at Mount St. Mary's College no later than August 5, 1994, for Fall semester or January 3, 1995, for Spring semester.
2. Payment in full by cash, check or money order in person at the college business office by August 12, 1994, for Fall semester and January 3, 1995, for Spring semester.
3. A tuition payment plan is available through Academic Management Services (AMS) which allows for budgeting payments over a longer period for a minimal fee. Arrangements can be made by calling AMS at 1-800-635-0120.

4. Payment of a minimum of 25% of all charges and signing a deferred payment note. Chalon students must submit a deferred payment application and set up a deferred payment appointment in the Loan Coordinator's Office on the Chalon Campus (ext. 806) prior to August 5, 1994, for Fall semester and January 3, 1995, for Spring semester. Doheny students should see the student receivables clerk in the Doheny business office.

ACADEMIC INFORMATION/

Academic Policies: All Undergraduate Programs

Grades

At the end of each term, the student receives a grade in every class. All grades, with the exception of I, IP, are final when reported to the registrar at the end of the term. Once submitted, grades may not be changed unless the result of clerical or procedural error. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent college record.

The student's grade point average is computed according to this scale:

A	4.0	Student performance is clearly outstanding.
A-	3.7	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
B +	3.3	
B	3.0	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply material within the context of the course.
B -	2.7	
C +	2.3	
C	2.0	Student performance is average, demonstrating knowledge of course content and exhibiting an ability to apply basic concepts within the context of the course.
C -	1.7	
D	1.0	Student performance is below average, partially fulfilling minimum course requirements. This level of performance may not prepare the student to progress to a more advanced level of study within the subject content or the major.
F	0.0	Student performance is unacceptable and does not meet minimum course requirements.

The following are not computed in the GPA:

AU	audit
CR	credit given; work C – or better in quality (for field experience and supervised teaching offered by the Education and Psychology Departments, CR signifies work B or better in quality)
I	incomplete
IP	in progress; deferred grading for graduate thesis, senior project, or undergraduate research work in progress
NC	no credit given; work D or F in quality
R	course was repeated at later date
U	unauthorized withdrawal
W	withdrawn
RD	report delayed

Grading Policies

All lower division courses required by the major must be completed with no grade lower than a C – and an overall departmental GPA of 2.0 or above. An exception to this college policy occurs when a grade of C (2.0) for departmental pre-requisites/requirements is mandated by an outside licensing board, e.g. California Board of Registered Nursing.

All upper division courses required by the major must be completed with a grade of C (2.0) or above. (Effective 1994-95 AY)

Credit/No Credit

To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

Students may apply a maximum of 9 semester units of CR/NC to the Associate in Arts degree, and a maximum of 18 semester units of CR/NC to the baccalaureate degree. Students may not choose to take more than 6 units each term for CR/NC.

Students may take nine units of general studies courses, no more than one course in any area, on a credit/non-credit basis.

Courses taken for CR/NC may not be applied to requirements for the student's major, except at the discretion of the major department.

The student must indicate intent to take a course CR/NC no later than the last day to drop a class, as indicated on the academic calendar, by filing with the Registrar a form signed by the advisor, the instructor, and the student. After the grading basis change form has been filed, a change back to letter grading may NOT be petitioned. This holds for all programs, undergraduate, graduate and evening/weekend division.

Incomplete

An Incomplete is given only when a student:

1. has fulfilled the majority of the course requirements,
2. has a passing grade in class work,
3. is prevented from completing the assigned work for serious reasons,

4. has consulted the instructor prior to the grading period, and the instructor has determined that the student can realistically complete the work within one semester.

A petition to receive an Incomplete, approved by the instructor, must be filed with the registrar prior to the end of the term. An Incomplete will remain as such unless removed by the instructor within one semester. The Inccmplete is ignored when computing the GPA. An Incomplete can be extended beyond one semester only upon petition to the academic dean.

Repetition of Courses With C-/D/F/NC Grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade/CR. In cases of repeated courses the units are counted once and the higher grade is computed in the GPA.

Unauthorized Withdrawal

The grade U indicates unauthorized withdrawal, and is used in the circumstance of a student who neither withdrew nor completed course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both are insufficient to make normal evaluation of academic performance possible. A grade of U is **not** computed in the student's GPA.

Withdrawal From Courses

The grade W indicates withdrawal from a course, according to the following policy: withdrawal (W) indicates that a student withdrew from a class during the period scheduled on the college calendar. The instructor and the advisor must be notified of this withdrawal. After the scheduled date permission from the appropriate dean may be requested for reasons of emergency. A withdrawal form must be filed in the Registrar's office to have an official withdrawal with the grade of W. The W carries no connotation of quality of student performance and is not calculated in the grade point average. Failure to officially withdraw from a class will result in the grade of F or U. See page 38 for reduced charges which apply when withdrawing from the college.

Honors

Dean's List

To give public recognition to academic achievement, the Dean posts a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding semester.

To qualify for the Dean's List, a student must have completed at least 12 letter-graded units in the preceding semester.

Commencement

In order to participate in commencement exercises, a student must be registered for all the remaining courses required for graduation. A student who fails or withdraws from any required course will not be allowed to participate in commencement exercises.

Honor Societies:

Alpha Mu Gamma

National Foreign Language Honor Society

Alpha Tau Delta

National Honor Fraternity in Nursing

Delta Epsilon Sigma

National Scholastic Honor Society

Kappa Gamma Pi

National Catholic College Graduate Honor Society

Lambda Iota Tau

National Literature Honor Society

Phi Alpha Theta

International History Honor Society

Pi Delta Phi

National French Honor Society

Pi Theta Mu

Service Honor Society

Psi Chi

National Honor Society in Psychology

Sigma Delta Pi

National Spanish Honor Society

Attendance

Since attendance and punctuality are important for the successful pursuit of study, the number of a student's absences may be taken into account in determining academic grades. There is no provision for a system of allowed cuts and absences.

Placement Examinations

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations. See Credit by Exam.

Academic Internship

The academic internship provides the student with an educational, hands-on experience outside the classroom setting. This experience provides an opportunity to apply classroom theory and sharpen skills in problem-solving. Ordinarily, interns do not get compensated, but they do earn academic credit while participating. Ordinarily, a maximum of six units may be earned through internships. Each academic internship unit is equivalent to 40 hours of supervised time spent in the professional setting. Criteria for evaluation are determined by the faculty sponsor prior to the student's internship. These may include an experience journal, oral reports, and written reports. All internships are graded on a credit/no credit basis.

Independent Study/Directed Study

Opportunity for independent study and directed reading is available to qualified students. In independent study, the student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times in the term, and evaluates the final results. In directed reading, the faculty member shares the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

Guidelines for Independent Study/Directed Study

1. Introductory courses to a discipline will not be taken in this mode.
2. Freshmen will take neither independent study nor directed study.
3. No more than two independent studies or directed studies will be taken in any one semester.
4. In extraordinary circumstances, the above guidelines may be waived by petition.

Prior to registering for independent or directed study, the student discusses plans with the faculty sponsor, prepares a proposal including goals, a summary of content and evaluative criteria, and files an approved form for the projected study in the office of the registrar.

Academic Dishonesty

Acts of academic dishonesty form a special category of acts which are detrimental to the academic community of Mount St. Mary's College. Such acts include but are not limited to the following: plagiarism, cheating on examinations or assignments, clandestine collaboration with other students in class presentations or laboratory experiments, falsification of lab or clinical data, adverse interference with another student's work, alteration on College documents, misrepresentation on admissions materials, falsification of academic records, forgery, entering computer accounts not one's own without prior consent of the owner, entering or deleting data in another's account without permission, theft or mutilation of library or media materials. Actions such as these will incur, in relation to the offense, a penalty ranging from an F in an examination, assignment or course, to probation, suspension or expulsion from the College.

Probation and Dismissal

Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a term. A student must achieve a GPA of 2.0 or higher, based on a minimum of 12 letter-graded units, during the following term in order to continue in the college.

Dismissal

A student is subject to dismissal for the following reasons:

1. Failure to maintain a minimum GPA of 1.0 during any term.

2. Failure to maintain a minimum GPA of 2.0 during a probationary term.

Students are notified by the Academic Vice President, Chalon or by the Vice President for Doheny of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on petition to the appropriate academic dean, to continue on probation for the next term.

Enrollment in the College implies willingness on the part of the student to comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the dean that the student is not able to benefit from the opportunities offered by the College, withdrawal may be requested even though no specific breach of discipline is charged.

Withdrawal From College

Students thinking of withdrawing from the College should schedule an interview with the coordinator of the Advisement Center in order to explore other options or assistance. Students who must withdraw from the college at any time must file a withdrawal notice in the office of the Registrar. Forms are available from the Chalon Advisement Center and from an advisor in the A.A. program. Students who leave the college for two consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-enter must file an application for readmission with the Admissions Office. See page 38 for reduced charges which apply when withdrawing from the college.

Leave of Absence

Students in good standing may request a leave of absence from the college for one semester. Upon request, a consecutive extension beyond one semester may be granted by the appropriate dean. Students are considered continuing students and may pre-register for the next semester according to their class level.

Transcripts

Transcripts are issued at the written request of students or graduates to the Office of the Registrar. At the close of each term, transcripts for registered students must be held for inclusion of grades for the term, and therefore will not be available for approximately three (3) weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is one week. No transcript will be released unless all indebtedness to the college has been satisfied. All transcripts are \$5.00 each.

Academic Petitions

Students may petition the waiver or the modification of any academic policy or regulation, for good reason, which must be documented. The petition must be approved by the Academic Vice-President. The student files the approved petition in the office of the registrar for placement in the student's permanent file.

Grievance Procedure

Copies of Mount St. Mary's College Grievance Procedure, in the Student Handbook, are available upon request at the Student Affairs Office.

Transfer Students

Students transferring into the college bring different backgrounds, goals, education, and experiences. In recognizing this, special efforts are made to provide academic advisement and program planning that build on the learning the student has already acquired. Careful attention is paid to provide assistance in the scheduling of classes so that major requirements as well as college general education requirements are fulfilled.

Transfer students are assigned an academic adviser in the area of their major; the services of the Academic Advisement Center are available to all students.

Appeals of academic regulations and curriculum requirements are possible where such action seems warranted. Students seeking to appeal regulations other than course requirements in their major should obtain a petition from the Academic Advisement Center. The completed form should be taken to the appropriate dean for approval. Students seeking a substitution or waiver of requirements in their major should obtain the written approval of the departmental chairperson. Copies of this approval should be in the student's permanent file.

Credit by Exam

Departmental credit examinations will be given only to admitted students. After satisfactorily completing the examination, the student must file the approved form in the Office of the Registrar. Only units of CREDIT will be given for these examinations (No record of failures will appear on a student transcript.). All credit awarded in this manner will be so noted on the student transcript.

Students may also take externally administered standard proficiency exams such as CLEP (College-Level Examination Program from CEEB) and PEP (Professional Equivalency Program from ACT) in those areas approved by the college. Information about these exams and a current list of approved exams are available from the Academic Advisement Center. Credit for CLEP or PEP exams taken prior to enrolling at Mount St. Mary's College and which appear on the transcript of record from another college or university will be accepted according to the transfer of credit procedure. If there has been no official awarding of credit, an original transcript from ACT or CEEB must be presented.

Students who have taken courses sponsored by business, industry, the armed forces, or other non-collegiate agencies may apply for an evaluation of these learning experiences.

For the baccalaureate degree, a maximum of 30 units may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the college. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work at Mount St. Mary's College.

For the Associate Degree, a maximum of 24 units of credit may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the college. All units earned in this manner are held in escrow until the student has successfully completed 24 units of course work at Mount St. Mary's College.

Advanced Standing

The extent of the transfer student's advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed.

Credit for courses taken in other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. A maximum of 36 semester units for course work taken in an accredited college is transferable toward the associate degree. No more than 66 semester units may be transferred to the baccalaureate program from an accredited community college.

Credit for extension courses is not automatically transferable. Courses identified as "non-transferable" by the sponsoring institution may not be accepted. The following courses ordinarily do not transfer: pre-college level math; pre-college level writing; pre-college level reading; English as a Second Language; such business skills courses as typing, shorthand, business machines; and vocational or technical courses and correspondence.

Original transcripts must be submitted for all proficiency or advanced placement credit awards (CLEP, PEP, AP). No more than 2.0 units in physical education may be transferred from any college or university. Courses graded P (pass) on a P/F basis or CR (credit) on a CR/NC basis may be accepted. In the case of courses in which grades of C-, D, or F are repeated, only the better grade will be transferred. In cases where a course in which a grade of C or better has been repeated, only the C will be accepted.

The determination of whether courses transferred into the college may serve as fulfillment of major requirements is made by the major department. Those courses not accepted in the major may count as general electives.

Students transferring from foreign schools, colleges, and universities must submit original copies of their academic records and translations from an approved translating service; a list of approved agencies is available from the Admissions Office.

A final credit summary and determination of advanced standing will be prepared by the Transcript Analyst after the applicant is accepted for admission and all final transcripts have been submitted. Failure to submit required transcripts may prevent the student from enrolling in classes.

Transfer of Credit

Once admitted to and enrolled in the college, the student is normally expected to **pursue study only at Mount St. Mary's College**.

A student seeking an exception to this policy must file a Transfer of Credit Clearance with all approvals in the office of the registrar **prior to registration in the course for which approval has been obtained**. Students may enroll in a maximum of 9 approved units each summer, as long as 30 (of their last 39) units are in residency.

Classification of Students

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units, and have 1-2 more semesters of work to complete before fulfilling associate degree requirements or 5-6 more semesters of work to complete before fulfilling baccalaureate degree requirements or the unit equivalent; as a junior, a minimum of 60 semester units and 3-4 semesters of work; as a senior, 90 semester units and 1-2 semesters of work.

A student with full-time status must carry 12-18 units per semester. Part-time students carry less than 12 units per semester. Foreign students (with nonimmigrant "F-1" student status) enrolled in beginning ESL (on or off campus) plus nine semester units may be considered as students with full-time status.

Non-matriculating students may take a course or courses for academic credit without following a prescribed curriculum toward a degree.

Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited.

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Degree Application

May graduates must file for the appropriate degree during the Fall semester prior to graduation. Students who plan to graduate at other times should file for the degree not later than three weeks after the start of their final semester.

THE ASSOCIATE DEGREE

Through the Associate in Arts Program students have the opportunity to develop academic competencies. Faculty and staff offer excellence in their specialized fields and show concern for the individual student. The fundamental goal of this program is to provide knowledge and skills for an enriched life and the possibility for further education. Students in the A.A. Program also are able to explore various options in determining a career, and the skills necessary for employment.

All courses are transferable to the Mount St. Mary's College baccalaureate degree program unless otherwise stated. Students wishing to transfer to other four year campuses should consult with their advisors about the transferability of courses.

All students who enter the Associate Degree Program are required to complete a battery of tests including reading, writing and math prior to registering for classes.

The specializations are designed to prepare the student either for employment immediately after graduation, or for transfer to a bachelors program. Four semesters are usually required to complete the A.A. degree. Students with deficiencies in mathematics or English skills may need one or two additional semesters.

Majors Offered

Mount St. Mary's College confers the Associate in Arts degree with the following majors:

- Business
- Early Childhood Education
- Liberal Arts
- Nursing
- Pre-Health Science
- Physical Therapist Assistant
- Occupational Therapy Assistant

A complete description of the requirements for each major as well as course descriptions may be found in the Courses of Instruction section of this catalog.

Academic Policies: Associate Degree

Degree Requirements

1. Completion of at least 60 semester units with a grade point average of 2.0 (a C average) for all college work undertaken at Mount St. Mary's College.
2. Required courses:
 - a. Communication Skills (minimum of 6 units):
ENG 10AB or ENG 1AB
 - b. Arts and Sciences (minimum of 9 units):
(at least one course must be taken from three of the following categories)
 1. Art, Music, Literature
 2. History, Contemporary Economics, Politics
 3. Natural, Physical Sciences
 4. Social, Behavioral Sciences

- c. Philosophy (3 units)*
- d. Religious Studies (3 units)
- e. Freshmen Orientation (1 unit)
- f. One semester of off-campus Outreach by participation in one of the following:
(minimum 1 unit)
 1. Social Action
 2. Fieldwork or clinical experience associated with specialization
- g. Multicultural (3 units)

3. Completion of program requirements. (Listed under departments.)

4. Residence is defined as the 24 semester units that must be completed during the sophomore year at Mount St. Mary's College. Of these, a minimum of 12 semester units must be in the student's major and earned in regular course work.

5. In order to participate in commencement exercises students must have completed all requirements for graduation.

* A satisfactory score on the Reading Competency Examination is required for enrollment in Philosophy 5, Logic.

Specialization Requirements

To obtain a degree with a specialization, the particular requirements in that area must be met. Basic curricular patterns listed in this bulletin should be followed with the consent and approval of academic advisers.

Credit Load

During the first term of the freshman year, a student may select a minimum program of courses unless the area of specialization prescribes a certain pattern.

Graduation With Honors (Associate in Arts Degree)

With honors shall be granted to a student who has earned the Associate in Arts degree while maintaining a cumulative 3.5 grade point average prior to the final semester.

The overall GPA at the end of the fall semester of the academic year is used in determining honors. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College, as well as grades transferred into the College at time of matriculation.

Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved exchange programs.

Integration of Theory and Practice

Experience endeavors to relate personal growth and learning to the more practical aspects of life. Opportunities for experience can occur both inside and outside the college.

The Freshmen Orientation course facilitates the incoming student's adjustment to the demands of college life by teaching tools for personal effectiveness and presenting strong

female role models in various careers. Students work in small groups with staff and peer counselors to discuss concerns, explore values and goals, and practice communication skills.

Social Action/Fieldwork extends the learning process beyond campus limits. The student becomes aware of important issues in society by dealing with them. Opportunities are offered for career-related experiences and the blending of theory and practice. In Social Action the student performs supervised volunteer services such as tutoring, hospital, volunteer work, child care, home visiting, and the like. In Field Work the student engages in supervised fieldwork or practicum as determined by the major.

Academic Support Services

Academic Advisement

The advisement program is coordinated through the Academic Advisement Center. All students are assigned an adviser with whom they plan their academic programs. The adviser assists in clarifying program requirements and in coordinating the students' schedules.

Although the individual faculty advisers and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and all requirements are fulfilled.

Learning Resource Center

The Learning Resource Center provides tutoring to students in all areas of the academic program. A major area of tutoring is assistance in writing essays and research papers. Help for students who have not passed English, reading and math proficiency tests is also provided in the Center. Assistance is given in the form of study groups and individual tutoring. The Learning Resource Center also provides audio-visual programs and study modules as well as providing technical assistance with computers and AV equipment whenever needed.

Skills Programs

The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. A student must be able to think logically and apply knowledge to problems and situations at hand. In order to facilitate the acquisition of these tools, the following programs are offered:

College Skills (Learning Skills) Specialized courses in areas such as study skills, reading, math, and English are provided for students whose previous performance and/or test results would indicate they might experience academic difficulty. These courses are required for students who are academically underprepared.

Summer Skills The Summer Skills Workshop enables interested students to get a better start in their college careers. Students receive a unit of AA credit for successfully completing a class in study skills and two other classes chosen from classes in English, math or reading.

Computer Lab The Computer Lab in the Doheny Campus contains 13 Apple IIGS computers, 7 Apple IIEs, and 11 ImageWriter printers. The lab is open during the day, on two evenings during the week, and for two hours on Saturday. An instructor in the Business Department has regular hours in the Lab to assist students. Students on work-study are also present at all times to assist students who come in to use the Lab. The Computer Lab is available for all students attending the College.

A.A. Student Enrollment at Chalon

Associate of Arts students may take a limited number of units at Chalon. Ordinarily students admitted to the A.A. Program do not take classes at Chalon during their first semester. However, if there is a sequence course such as biology, chemistry, or math, a maximum of eight units may be taken during the first two semesters. (Chalon students have priority registration for Chalon classes.)

After two (2) semesters in the A.A. Program, a student may take a maximum of seven (7) units her third semester and as many as nine (9) units during her fourth semester.

Student Support Services Project (ISAE - Institute for Student Academic Enrichment)

This federally funded project is designed to assist students in achieving the maximum potential in higher education. On both campuses the Student Support Services Project (ISAE Program) provides to *eligible* students academic advisement, peer tutoring, career and personal counseling, financial aid information, workshops, leadership and cultural enrichment activities.

Student Affairs

Activities

College involvement gives the student the opportunity to become a vital part of the institution. Students are encouraged to serve on college committees and to initiate religious, cultural, and social activities on the Doheny Campus. The limited enrollment offers many chances for participation in student government and campus organizations. In fact, a priority of the college is to provide its women with distinctive leadership opportunities.

Many organizations are open to the Mount students in an effort to broaden their experiences. Among these, the Associated Students sponsor a wide range of social, cultural, recreational, volunteer, and religious activities. The Student Board meets regularly to discuss student issues and to promote student involvement. Several occasions arise each year for interaction with baccalaureate students at Chalon as well as with students of surrounding colleges. Special interests are represented in various clubs and organizations on the Doheny Campus.

In addition to the on-campus activities, students are invited to take part in the many opportunities available to them in the greater Los Angeles area.

Women's Leadership Program

The Leadership program, a non-degree program open to all students, is designed to foster the development of leadership potential. The Introduction to Leadership course provides a foundation for elective seminars in which students learn how and why effective leadership works. Leading in small groups allows students to test theories in practice and to develop confidence and assertiveness. Advanced students plan and carry out their own leadership projects on or off campus.

Campus Ministry

The goal of the Campus Ministry Office is to facilitate a sense of community and service on Doheny Campus. Students have opportunities for prayer through Eucharistic liturgies, Scripture sharing and weekend retreats. The Campus Ministry Office plans activities that link the students with the needs of the neighborhood and the community at large. Students are involved in a variety of volunteer services.

The Doheny campus has a beautiful chapel on campus and is located next to St. Vincent's Church. It is just a few blocks from the Newman Center of the University of Southern California. Both facilities are open to the Mount community.

Career Center

The Career Center offers a variety of resources to assist students in finding the college majors and careers best suited to their values, interests, and abilities. Students are encouraged to make use of the self-evaluative tools, especially the computer, available in the center, and to meet with the counselor for individual consultation. Students may also take an elective course in career exploration and complete an internship for academic credit.

The Career Center job board lists current off-campus work opportunities. Students receiving financial aid are eligible for on-campus work-study positions through the financial aid office.

Residence Life

Doheny Residence provides an opportunity for a group-living experience in a supportive environment. On-campus living allows students the chance to develop personal relationships, as well as their own values and social skills, in multicultural living situations.

Housing choices include a large residence hall, McIntyre, and three smaller living arrangements in campus mansions. Student life is largely self-regulated under the guidance of the Director of Residence Life and the Resident Assistants, as well as a Residence Hall Council.

Residence Staff gives time and attention to assigning rooms and roommates, making every effort to provide an environment which will allow the student both privacy and freedom to grow — socially, emotionally, academically and religiously.

Health and Counseling Service

Students at the Doheny Campus have available to them the full scope of health services offered by the Student Health Service of the University of Southern California. All Doheny students, both residents and commuters, must have on file in the Mount St.

Mary's Health Services Department, prior to admission, a current health history on the MSMC health form. Immunization and T.B. testing as specified must be completed. Professional counseling staff are available for individual students who desire counseling. Limited short term consultation, such as weekly support groups, is also provided on campus.

Athletics

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Athletic department offers activities that compliment the academic program and provide all students with opportunities to maintain their physical fitness, acquire skills in lifetime sports, or compete in intercollegiate athletics. Cross-country, volleyball and tennis are offered as intercollegiate sports; basketball and track are organized at the club level.

All students have the opportunity to take physical education courses, develop personalized fitness programs and participate in recreational sports on campus through use of the fitness center, pool and tennis courts.

THE BACCALAUREATE DEGREE

Mount St. Mary's College confers the following baccalaureate degrees:

The Bachelor of Arts with majors in

- American Studies
- Art
- Biological Sciences
- Business
- Chemistry
- Child Development
- Liberal Arts (Weekend College only)
- Liberal Studies (for elementary teaching credential students)
- English
- French
- Gerontology
- History
- Mathematics (Computer Science emphasis)
- Music
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Social Science
- Sociology
- Spanish

The Bachelor of Science with majors in

- Biochemistry
- Biological Sciences
- Business (Weekend College only)
- Chemistry
- Nursing

The Bachelor of Music with a major in Music

Individually Designed Major

The Individually Designed Major is available to students interested in giving further creative direction to their own education. This student is encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences. Admission to the Individually Designed Major presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to pursue an IDM after the successful completion of their first semester at Mount St. Mary's College.

Information is available in the Advisement Center and from the Assistant to the Academic Vice President.

Academic Policies: Baccalaureate Degree

Degree Requirements

1. Completion of at least 124 semester units with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units must be in upper division work.
2. Completion of a major, as designated by the major department.
3. Satisfaction of the senior residence requirement. Residence is defined as 30 of the last 39 units before graduation must be taken at Mount St. Mary's College; of these, a minimum of 12 upper division units must be in the student's major and earned in regular course work.
4. Completion of a Mount St. Mary's College general studies program.
5. Required Course: Introduction to College Studies (SPR 85) is required of all freshmen entering college with less than 24 units.

In order to participate in commencement exercises students must be registered for all courses needed to complete degree and college requirements. Withdrawal and/or failure to successfully complete any required units makes the students ineligible to participate in commencement exercises.

The General Studies Curriculum

An educated person is one who is not only academically prepared in an area of specialization but also one who has knowledge and appreciation of the diverse fields of human endeavor. To achieve this, a student is expected to explore areas of learning outside the major through the General Studies curriculum. The college has adopted the following components of a liberal education as fundamental in developing excellence of mind and spirit. The components are integrated into the educational program, and into the General Studies Curriculum, in a way that enables the growth of students as free, imaginative, and responsible human beings, sensitive and responsive to the needs of the human person and human society. These components are:

1. effective written expression of ideas;
2. effective oral communication;
3. analysis of assumptions, methods of argumentation, values;
4. problem-solving: defining problems, identifying issues; organizing, analyzing, synthesizing ideas; comparing, contrasting ideas; decision-making;
5. understanding of personal and group behavior;
6. effective participation in a group or organization;
7. sense of history as providing perspective for interpreting human events;
8. sense of literature as reflecting and interpreting human experience;
9. understanding of and appreciation for music and the visual arts;
10. curiosity about and a spirit for investigating the natural universe;

11. ability to recognize patterns of thought used in science and mathematics;
12. understanding of the impact of advancing technology on human society and culture;
13. understanding of social classes and social structures in diverse societies;
14. understanding of contemporary economic, social, and political issues;
15. understanding of criteria and standards to assess personal moral values and ethical judgements;
16. openness to understanding of, and respect for philosophical, religious, and ethnic diversity;
17. awareness of the religious and spiritual dimensions of human existence.

General Studies Requirements

The following structure and content for the General Studies Curriculum applies to all bachelor degrees except that there is no language requirement for the Bachelor of Music and the Bachelor of Science degrees.

Students may take nine units of general studies courses, no more than one course in any area, on a credit/non-credit basis.

No more than nine units of general studies may satisfy **requirements** in one's major program. This restriction does not apply to courses taken in preparation for the major.

The college policy on challenge examinations will prevail in the General Studies Curriculum.

I. Communication Skills (minimum 7 units)

A. Written (6 units)

ENG 1AB	Freshman English	(3,3)
ENG 5H	Freshman Honors English	(3)
ENG 10AB	Written and Oral Communication	(3,3)

B. Oral (1-3 units)

SPE 6	Speech	(3)
SPE 10	Introduction to Communication	(2)
SPE 12	Business and Professional Communication	(1)
POL 134	International Organization-MUN	(3)
POL 135	Selected Problems in International Organization	(3)

II. Analytical Skills (minimum 3 units)

ART 3	Visual Thinking	(3)
BIO 1AB	Biological Dynamics	(4,4)
BIO 3	General Microbiology	(4)
BIO 4	Introductory Biology	(3)
BIO 5	Life Science	(3)
BIO 7	Introduction to the Human Body	(3)
BIO 40A	Human Anatomy	(4)
BIO 50A	Human Anatomy	(4)

CHE 1A/1AL	General Chemistry/Laboratory	(3,1)
CHE 3	Foundations of Chemistry	(3)
ECO 2	Macroeconomics	(3)
HIS 179	Constitutional History of the United States	(3)
HIS 180	Current Constitutional History	(3)
MTH 1	College Algebra	(4)
MTH 3AB	Calculus I	(4,4)
MTH 5	Computer Fundamentals	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 9H	Introduction to Computer Processes: Honors Section	(3)
MTH 10	Mathematical Ideas	(3)
MTH 20	Programming	(3)
MTH 38	Elements of Probability and Statistics	(3)
MTH 50	Elementary Number Systems	(3)
PHI 5	Logic	(3)
PHI 10	Critical Thinking	(3)
PHS 1	Scientific Concepts	(3)
PHS 2	General Physical Science	(3)
PHS 4	Elementary Environmental Studies	(3)
PHY 5	Selected Topics in Physics	(1-3)
POL 10	Political Concepts	(3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 186	Introduction to Public Administration	(3)
PSY 40	Elements of Probability and Statistics	(3)
PSY 106	Basic Research Methods	(3)
SOC 117	Methods of Research	(3)

III. Arts and Sciences (minimum 21 units)

At least one course must be taken in each of the following categories (A - G):

A. Art or Music

ART 3	Visual Thinking	(3)
ART 5	Fundamentals of Art	(3)
ART 170	History of Art: Ancient to Medieval	(3)
ART 171	History of Art: Renaissance to Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
MUS 6/106	The Fine Arts: Music	(3)
MUS 114	Music in Latin America	(3)
MUS 125	Music Masterpieces	(3)
INT 93AB/ 193AB	Guided Experiences in the Arts	(1.5,1.5)
INT 95/195	Study/Travel: European History and Culture	(1-6)

B. Literature

ENG 12/112	Literary Analysis	(3)
ENG 15	Literature and Society	(3)
ENG 16	Literature and the Human Experience	(3)
ENG 17	Literary Focus	(3)
ENG 18	Studies in World Literature	(3)
ENG 21	Classical Epic and Drama	(3)
ENG 22	The Bible as Literature	(3)
ENG 25	Mythmaking	(3)
ENG 26	Literature of the American West	(3)

ENG 27	Women in Quest	(3)
ENG 54	Selected American Writers	(3)
ENG 56H/156H	The Modern Temper	(3)
ENG 73	Shakespeare	(3)
ENG 92	Special Studies	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 126	The American Experience	(3)
ENG 144	English Literature: 1500-1700	(3)
ENG 145	American Literature: Beginnings to 1914	(3)
ENG 146	American Literature: 1914 - Present	(3)
ENG 147	English Literature: 1700 - 1900	(3)
ENG 148	Twentieth Century English and European Literature	(3)
ENG 154	Selected American Writers	(3)
ENG 161	Study of the Novel	(3)
ENG 162	Study of Poetry	(3)
ENG 163	Study of Drama	(3)
ENG 173	Shakespeare	(3)
ENG 192	Special Studies	(3)

C. History

HIS 1AB	Western Civilization	(3,3)
HIS 5H	European Leaders	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 26	World Political History	(3)
HIS 27	U. S. History and Institutions for Foreign Students	(3)
HIS 50	History and Cultures of the Eastern Tradition	(3)
HIS 75	Contemporary America	(3)
HIS 93ABCD	Studies in Selected Historical Problems/Topics	(3,3,3,3)
HIS 112/112H	Economic History of Europe	(3)
HIS 115AB	History of Political Theory	(3,3)
HIS 116	Classical Civilization	(3)
HIS 118	Popes, Councils, Dogma, Dissent	(3)
HIS 142	Europe: Politics and Theology in the Age of Reformation	(3)
HIS 143	European Enlightenment	(3)
HIS 147	Europe: 1871-1945	(3)
HIS 150	Introduction to Asian History	(3)
HIS 151	History of Modern Japan	(3)
HIS 152	China: People and Personality	(3)
HIS 171	U. S.: Revolutionaries and Constitutionalists	(3)
HIS 173	U. S.: Civil War and Reconstruction Era	(3)
HIS 179	American Constitutional Law	(3)
HIS 180	Contemporary Constitutional Law	(3)
HIS 181	Modern Presidential History	(3)
HIS 190	History of Women in the Americas	(3)
HIS 193	ABCD Studies in Selected Historical Problems/Topics	(3,3,3,3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 117AB	History of Political Theory	(3,3)
POL 152A	History of Modern Japan	(3)
POL 152B	History of Modern China	(3)

D. Natural and Physical Sciences

BIO 1AB	Biological Dynamics	(4,4)
BIO 3	General Microbiology	(4)
BIO 4	Fundamentals of Biology	(3)
BIO 5	Life Science	(3)
BIO 7	Introduction to the Human Body	(3)
BIO 10	Health Science	(3)
BIO 31	Human Sexuality	(3)
BIO 40A	Human Anatomy	(4)
BIO 50A	Human Anatomy	(4)
BIO 50B	Human Physiology	(4)
BIO 87	Fundamental Concepts	(1-3)
CHE 1A/1AL	General Chemistry/Laboratory	(3,1)
CHE 3	Foundations of Chemistry	(3)
PHS 1	Scientific Concepts	(3)
PHS 2	General Physical Science	(3)
PHS 4	Elementary Environmental Studies	(3)
PHY 1A	Introductory Physics	(4)
PHY 5	Selected Topics in Physics	(1-3)

E. Mathematics

MTH 1	College Algebra and Trigonometry	(4)
MTH 3AB	Calculus I	(4,4)
MTH 9	Introduction to Computer Processes	(3)
MTH 9H	Introduction to Computer Processes: Honors Section	(3)
MTH 10	Mathematical Ideas	(3)
MTH 20	Programming	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability and Statistics	(3)
MTH 50	Elementary Number Systems	(3)
MTH 51	Elements of Geometry and Statistics	(3)

F. Social and Behavioral Sciences

ANT 2	Cultural Anthropology	(3)
ECO 1	Microeconomics	(3)
ECO 112H	Economic History of Europe	(3)
HSP 10	Basic Concepts in Human Physiology, Psychology and Sociology	(1,1,1)
PHI 57H	History & Philosophy of the Behavioral Sciences	(3)
POL 2	Comparative Government	(3)
POL 10	Political Concepts	(3)
PSY 1	General Psychology	(3)
PSY 2	Psychology of Communication	(2-3)
PSY 12	Child/Human Development	(3)
PSY 52	Biological Psychology	(3)
PSY 180	Existential Theory and Therapy	(3)
SOC 4/104	The Family	(3)
SOC 5	Sociological Perspectives	(3)
SOC 117	Methods of Research	(3)
SOC 166	Sociological Theory	(3)
SOC 195	Sociology of Religion	(3)

**G. Contemporary Economics
or Politics**

BUS 133/133H	Government and Business	(3)
BUS 140	Women's Issues, in Business and Economics	(3)
ECO 2	Macroeconomics	(3)

ECO 195	International Economics	(3)
HIS 75	Contemporary America	(3)
HIS 178	Diplomatic History of the United States	(3)
HIS 179	Constitutional History of the United States	(3)
HIS 180	Current Constitutional History	(3)
HIS 188	California History	(3)
POL 1	American Government	(3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 125	Foreign Relations of the U. S.	(3)
POL 131	International Relations	(3)
POL 134	International Organizations-MUN	(3)
POL 135	Selected Problems in International Organizations	(3)
POL 171H	Presidents and Personality	(3)
POL 175AB	Selected Topics in the American Political Structure	(3,3)
POL 179	California Politics	(3)
POL 180	State and Local Government	(3)
POL 192	Plays and Politics	(3)

IV. Foreign Language

Required for B. A. degree only.

FRE 1	Elementary French I (or equivalent)	(4)
FRE 2	Elementary French II (or equivalent)	(4)
FRE 9	Intermediate Readings	(3)
FRE 32	History and Civilization of France	(3)
FRE 33/133	Contemporary French Culture	(3)
SPA 1	Elementary Spanish I (or equivalent)	(4)
SPA 2	Elementary Spanish II (or equivalent)	(4)
SPA 8	Oral Comprehension and Conversation	(3)
SPA 9	Intermediate Spanish Readings	(3)
SPA 25	Advanced Composition	(2-3)
SPA 33AB	Spain Since Franco	(3,3)
SPA 42	History and Civilization of Spain	(3)
SPA 44/144	History and Civilization of Spanish America	(3)
SPA 145	Contemporary Hispanic Culture	(3)

(Please see Foreign Language Fulfillment Alternatives following General Studies Information for unit requirements and other information.)

V. Philosophy and Religious Studies (minimum 15 units* – must include 3 units of Ethics)

A. RELIGIOUS STUDIES (6-9 units)

Ordinarily, courses must be taken in at least two of the following areas:

1. Scripture

RST 11	Introduction to Old Testament	(3)
RST 15	Introduction to New Testament	(3)
RST 90S	Special Studies in Christian Scriptures	(1-3)
RST 190S	Advanced Studies in Christian Scriptures	(1-3)

2. Christian Thought

RST 21	Catholicism	(3)
RST 25/125	Marriage Issues: Catholic Perspectives	(3)
RST 70	Faith and Human Development	(3)

RST 90T	Special Studies in Christian Thought	(1-3)
RST 131	Jesus	(3)
RST 190T	Advanced Studies in Christian Thought	(1-3)
PHI 125	Aquinas	(3)

3. Christian Ethics

RST 41	Introduction to Christian Ethics	(3)
RST 45/145	Contemporary Issues in Christian Ethics	(3)
RST 50	Social Issues in Christian Ethics	(3)
RST 90E	Special Studies in Christian Ethics	(1-3)
RST 49/149	Biomedical Issues in Christian Ethics	(3)
RST 190E	Advanced Studies in Christian Ethics	(1-3)

4. Religion and Religions

RST 61	Introduction to World Religions	(3)
RST 90R/190R	Special Studies in Religions	(3)
PHI 160	Philosophy of Religion	(3)
RST 78/178	Death and Afterlife	(3)
RST 190R	Advanced Studies in Religion(s)	(3)
SOC 195	Sociology of Religion	(3)

The following will be offered for General Studies credit on a course-by-course basis:

RST 90	Special Studies	(1-3)
RST 190	Advanced Studies	(1-3)
RST 191	Seminar	(3)

Please see schedule of classes for details.

B. PHILOSOPHY (6-9 units)

At least one course from among those listed under Philosophical Ideas must be taken.

1. Philosophical Ideas

PHI 15	Challenges in Philosophy	(3)
PHI 24	Socrates, Plato, Aristotle	(3)
PHI 56H	History of Scientific Ideas	(3)
PHI 57H	Philosophy of the Behavioral Sciences	(3)
PHI 95	Special Problems	(1-3)
PHI 125	Aquinas	(3)
PHI 126	Descartes to Kant	(3)
PHI 130	Existentialism and Phenomenology	(3)
PHI 134	American Philosophy	(3)
PHI 150	Metaphysics	(3)
PHI 152	Theory of Knowledge	(3)
PHI 158	Scientific Method	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy & Native Cultures	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 172	Marxism	(3)
PHI 174	Aesthetics	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)

2. Ethics

PHI 21	Moral Values	(3)
PHI 92	Business Ethics	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 179	Women and Values	(3)

3. Other

ART 3	Visual Thinking	(3)
PHI 5	Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 155	Symbolic Logic	(3)
PHI 158	The Scientific Method	(3)

*Students transferring into the college who will graduate in two years or less will fulfill General Studies V., A and B, by completing two courses in each area, a total of twelve (12) units.

VI. Multicultural (6)

ART 5	Fundamentals of Art	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
BUS 140/140H	Women's Issues in Business and Economics	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 105E/205E	Assessment and Educational Programming with a Cross-Cultural Emphasis	(2)
EDU 160A/260A	Secondary Instruction: Theory and Practice	(3)
ENG 26	Literature of the American West	(3)
ENG 27	Women in Quest	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 126	The American Experience	(3)
FRE 9	Intermediate French Readings	(3)
FRE 134	Twentieth Century Literary Trends	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 26	World Political History	(3)
HIS 93ABCD	Studies in Selected Historical Problems/Topics	(3,3)
HIS 162A	History and Civilization of Latin America Latin American Civilization	(3)
HSP 49	Multicultural and Multiethnic Issues for Urban Health Care Professionals	(3)
MUS 6/106	The Fine Arts: Music	(3)
NUR 184	Community Health Nursing II	(1.5)
PHI 15	Challenges in Philosophy	(3)
PHI 21	Moral Values	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy and Native Cultures	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 174	Aesthetics	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)
POL 2	Comparative Government	(3)
POL 192	Plays and Politics	(3)
PSY 113	Child Development and the Learning Process	(3)
PSY 144	Psychology of Prejudice	(3)
RST 78/178	Death and Afterlife	(3)
SOC 5	Sociological Perspectives	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SPA 9	Intermediate Spanish Readings	(3)
SPA 140	Contemporary Literature of Hispanic America	(3)
SPA 146	Women in Hispanic Literature	(3)

The following are restrictions on double counting courses:

- (i) courses may be double counted only if they are listed under the area within which the student wishes to have them counted;
- (ii) no double counting is allowed across categories in area III;
- (iii) At most six units of the 21-unit minimum in area III may involve double counting with other areas;
- (iv) no course from areas I-IV may double count to satisfy a requirement in area V.

Modern Language Fulfillment Alternatives

This requirement may be satisfied by any of the following alternatives:

1. A student who begins a language must complete French 1 and French 2, or Spanish 1 and 2, or their equivalent.
2. Re-entry students may choose to complete the requirement by taking two courses in either Spanish or French culture (The courses are only offered at Weekend College).
3. Students whose native language is not English may demonstrate academic proficiency in English as a second language by passing the TOEFL examination with scores above 550.

Graduating With a Double Major

Students who wish to earn a degree with a double major must observe the following requirements:

1. The two majors may be in the same or different degree programs. The student must determine which is the primary major and satisfy the general studies requirement for the degree of that major. The other major is considered the secondary major.
2. All requirements for both majors must be met, including all upper division work, foreign language, and any additional requirements.
3. The department chairpersons of both major areas must approve the student's completion of the requirements for the major.
4. A second major may be earned in the same academic area, but no more than 9 upper division units may satisfy requirements in both majors.

Second Baccalaureate

In order to receive a second baccalaureate degree, a student must fulfill the following requirements:

1. Completion of a minimum of 24 semester units in residence beyond the requirements for the first baccalaureate degree.
2. Completion of all departmental requirements, including a foreign language if necessary, in the area of the major for the second degree.
3. Completion of all other institutional requirements if the first degree has been earned elsewhere.

Graduation With Honors

Summa cum laude shall be granted to a student who has received a cumulative grade point average of 3.85 or higher.

Magna cum laude shall be granted to a student who has received a cumulative grade point average of 3.7 or higher.

Cum laude shall be granted to a student who has received a cumulative grade point average of 3.5 or higher.

The overall GPA at the end of the Fall semester of the student's academic year is used in determining honors. To be eligible, the student must have completed 45 letter-graded units at Mount St. Mary's College. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College as well as grades transferred into the College at time of matriculation. Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved junior year abroad and exchange programs.

The Honors Program

The Honors Program at Mount St. Mary's College is designed to give special challenges to students who have an outstanding high school gpa and SAT scores and/or who maintain a 3.4 or better cumulative college GPA.

The Honors Program enables students to explore in greater depth and breadth various areas of study, with possibilities of completing their college work with alternative modes and approaches to learning. Students may select among courses specially designed for the Honors Program, honors sections of regularly offered courses, and courses or course components designed by contract with an instructor. All honors courses are designated with an H following the course number.

Honors students may take as many honors courses as they choose. An honors certificate is awarded at graduation to students who have completed a minimum of 18 units of honors work, including at least two regularly scheduled honors courses, and representing at least three disciplines. Included in the 18 units of honors work required for the certificate is a senior thesis which is a major research project of the student's choosing, involving at least two disciplines. The thesis work is supervised by two faculty sponsors. Presentation of the senior thesis is open to the college community.

Special Academic Services

Academic Advisement Center and Services

The Chalon campus advisement program is coordinated through the Academic Advisement Center. All students are assigned an adviser with whom they plan their academic programs. The adviser assists in clarifying the requirements in the general studies program and the major department.

To further serve the student's advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services. Help in understanding and following college policies is always available. The staff, along with student assistants, provides information on many aspects of college life and clarifies the procedures for filing petitions, Transfer of Credit, Withdrawal/Leave of Absence, and Study Abroad forms.

Although the individual faculty advisers and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

Junior Year Abroad

Mount St. Mary's College offers several opportunities for foreign study during one or both terms of the junior year. Applications may be made to accredited universities. Students' requests will be approved by the academic dean on an individual basis.

Students who wish to take part in this program must obtain the approval of the academic dean and the chairman of their major department. They must qualify by a grade point average of 2.5. If they plan to attend classes in which the lectures are given in a foreign language, they should have sufficient proficiency in that language before entering the program.

To facilitate transfer of credits from foreign universities, students should observe the following procedure:

1. Work out with the assistance of their advisers an acceptable program of courses for the year; a record of the approved program is kept on file in the office of the registrar.
2. Maintain status as Mount St. Mary's College students by registering in the office of the registrar for the year abroad; the fee for registration is \$150 per semester.
3. Register as regular students at the foreign university and request that transcripts of credits be sent to the registrar at Mount St. Mary's College; courses taken abroad are treated in the same manner as courses completed at Mount St. Mary's College.

The GPA earned by a student during the year abroad is included in determining the student's overall GPA for the conferral of honors at graduation. Further information may be obtained from the Advisement Center.

The Washington Semester Program

Mount St. Mary's College is affiliated with the American University in Washington, D.C., so that Mount students can (usually in their junior year, but no later than the first semester of their senior year) spend a semester in the nation's capitol and pursue study in one of eight areas: National Government and Politics, Foreign Policy, Economic Policy, Justice, Journalism, International Business and Trade, Museum Studies and Arts, and Peace and Conflict Resolution.

Since a major portion of a Washington semester consists of internship experience, students returning from Washington are not normally permitted to enroll in additional internships.

Students who register for a Washington Semester must also file with the Mount St. Mary's registrar the "Transfer of Credit Clearance for Semester Abroad" form.

Further information may be obtained from the Advisement Center.

UCLA Cross-Registration Agreement

Mount St. Mary's College has a Cross-Registration agreement with the University of California at Los Angeles, the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for UCLA students to attend Mount courses. Full-time Mount baccalaureate students who have sophomore, junior, or senior standing and a cumulative grade point average of 3.2 or better may, with the permission of the college registrar, take one undergraduate course at UCLA per semester, but no more than four courses toward the degree. No more than two such courses will count toward the MSMC residency requirement; courses taken at UCLA must not be among those available at MSMC. Courses taken at UCLA under this arrangement will be included in the student's load at the college, and except for specific course laboratory or studio fees, no additional tuition or fees will be charged. Transportation to such courses is the responsibility of the student enrolled. For information and procedures, consult the office of the registrar on the Chalon campus.

Sisters of St. Joseph College Consortium Exchange Program

Students enrolled as degree candidates at any one of the National Consortium of Carondelet Colleges offering the bachelor degree — Aquinas Junior College, Milton, MA; Avila College, Kansas City, MO; Chestnut Hill College, Philadelphia, PA; Elms College, Chicopee, MA; Fontbonne College, St. Louis, MO; Mater Dei College, Ogdensburg, NY; Nazareth College, Rochester, NY; Regis College, Weston, MA; The College of St. Catherine, St. Paul, MI; and Mount St. Mary's College in Los Angeles — may spend up to two semesters as visiting students at another Consortium college. Visitors make progress toward the degree begun at their home campus while taking advantage of the rich learning experience of being with students from a different part of the country on a campus with unique academic resources.

The GPA earned by the student during the exchange semester(s) is included in determining the student's overall GPA for the conferring of honors at graduation.

For further information contact the Academic Advisement Center.

Student Affairs

Mount St. Mary's College provides students with programs and experiences conducive to personal, cultural, ethical, social, physical, and intellectual growth. Student initiative and responsibility are encouraged in an atmosphere of close interrelation among students, faculty, administration and staff.

Orientation

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Typically scheduled for the weekend before classes begin, fall orientation provides students with opportunities to become more familiar with college services, policies and procedures. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and continuing students. Special meetings for commuter, international, re-entry and transfer students

are a part of the program. Separate activities for parents are included. During the weekend, placement testing, advisement, and course registration are available. Social activities such as an Associated Student Body (A.S.B.) Coffee House, and an all-college barbecue will complement the weekend experience. Students entering for the spring semester are provided a one day orientation program.

A one unit class, Introduction to College Studies, is taught in the fall and is required for students entering with 24 units or less.

Student Activities

It is a priority at Mount St. Mary's College to provide its students with distinctive leadership opportunities. Participation in the student government and campus clubs and organizations offer students numerous ways for personal growth outside the classroom.

The Associated Student Body (ASB) serves as the umbrella organization for all student clubs and organizations of the college. The ASB is comprised of the Executive Board, the Student Senate, and the Student Activities Council (SAC). The Executive Board oversees all student government bodies. The Student Senate provides students the opportunity to sit on college committees, play a role in the college decision making process and handle issues of importance to the student body. The SAC is responsible for ensuring a balanced calendar of activities as well as for sponsoring annual events such as the Spring Sing and the Spring Formal.

Leadership Program

The Leadership program is designed to provide for a group of students the development of their potential leadership skills. It offers workshops and seminars on how to delegate authority, how to motivate groups of people, and how to provide constructive criticism and support. Leadership students not only study leadership techniques but have the opportunity to put them into practice. Students in the Leadership program are encouraged to enroll for internships related to their career goals. The Women's Leadership Program is a non-degree program, supplemental and open to all majors. See **Social Sciences** for course listings.

Counseling Services

Counseling and psychological services are available to all students at Mount St. Mary's College as part of its Student Health Services. The services include crisis intervention, brief therapy, and referrals to appropriate professionals in the community.

The Counseling Service exists to help students make the most of their education by fostering personal growth and emotional well-being. Students bring many types of concerns to the Counseling Center. Some examples are: 1) interpersonal problems with friends or families; 2) stressful life events such as living away from home for the first time, academic pressure, or the death of a loved one; 3) troublesome feelings such as anxiety, depression or guilt; and 4) concerns such as drug or alcohol use, low self-esteem, or an eating disorder.

All sessions are confidential in keeping with professional ethics and state law. The counselors include a licensed psychologist and master's level trainees in clinical or counseling psychology.

Campus Ministry

Campus Ministry Office seeks to develop and sustain awareness of the spiritual dimension of life which is at the heart of the college's mission, assisting students, faculty and staff to grow spiritually in accordance with their own religious traditions. Catholic in our roots and vision, we welcome the opportunity to be of service to persons of every religious persuasion or none at all, and commit ourselves to respect for the freedom of each person's conscience and unique path.

The Campus Ministry team consists of a director, student program coordinators and office staff. Together, they are responsible for a number of areas: Liturgy (including Sunday Mass, reconciliation services and other prayer services); the Rite of Christian Initiation for Adults; Bible Study and other educational efforts; retreats; campus festivities and observances (such as Hanukkah night, Advent dinners, Holocaust Remembrance Week); and community service opportunities, including action for social justice. Individual counseling and conversations are also available to any member of the campus community.

The Student Placement Office

The Student Placement Office offers a variety of services and employment opportunities for enrolled students. Job opportunities on campus are available in the library, the food service, the switchboard, faculty offices, and other places. Jobs are filled according to students' financial need and skill. Students interested in on-campus employment are encouraged to file applications early in the Financial Aid Office and in the Student Placement Office. Off-campus jobs, including seasonal and summer employment opportunities, are posted on the Student Placement Office bulletin board.

Career Planning Center

The Career Planning Center provides the opportunity for students to find the major and career best suited for them by learning how to identify their unique skills, interests, values, and personality traits and how to research the world of work. Students are encouraged to enroll in the one unit career planning course offered each semester. Additionally, individual counseling appointments are available for assistance in skills assessment, resume writing, interviewing techniques, and job search methods. The Center offers a career library, job and internship listings, and a career consultant file consisting of over 350 alumnae in various careers who have offered to talk with students individually.

Special services to students considering graduate school are also offered through the Career Planning Center. Simulated graduate entrance exams, school catalogs, college fairs, and a faculty panel addressing graduate studies are available.

Residence Life

Primary emphasis in the residence halls is on a close interrelationship of students and staff to create a social situation which fosters the formation of personal values and integrity. On-campus living affords increased opportunities to develop personal relationships and to participate in the many enriching programs which Mount St. Mary's College offers. Student resident life is largely self-regulated, under the direction of the residence council which is composed of elected residence officers and floor representatives, resident assistants, and professional staff.

The residence staff gives much time and attention to assigning rooms and roommates. They make every effort to provide a living/learning environment which will allow the student both privacy and the freedom to develop relationships conducive to social and educational growth.

An off-campus housing referral listing is available through the Residence Life Office.

Commuter Services

A number of services are available designed specifically to meet commuter student needs. These services include: an off-campus housing referral service, lockers in the Humanities building, a Commuter Club, and a commuter newsletter. For more information regarding these services please refer to the Student Handbook or contact the Student Affairs office in Humanities 200.

The Associated Student Body (ASB) provides a variety of opportunities for commuter students to become involved in student governing bodies and student clubs and organizations. ASB positions are open to all commuter students. There are two Commuter Senator positions on the Student Senate. These positions provide a communication channel through which commuters are give input and suggestions to the college in order to improve commuter student life.

Health Services

The Mount St. Mary's College Chalon Campus Health Center offers a broad range of services to both resident and commuter students. These services include diagnosis and treatment of illness and minor injuries, physical examinations, health teaching, psychological counseling, and laboratory testing. The Health Center is staffed during day-time hours by physicians, nurses, a psychologist and professional counselors.

Emphasis is placed on preventive medicine and on positive health practices that will become part of each student's lifestyle. Programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Incoming students, including freshmen and transfers, residents and commuters, must submit a current health history and physical examination prior to entrance. Immunizations and tuberculosis tests, available at the Chalon Campus Health Center, must be up to date. Additional requirements exist for nursing and physical therapy majors.

Learning Center

In order to enable each student to achieve maximum benefit from the academic programs at the College, a Learning Center is available on the Chalon campus. The center provides tutoring, writing consultation and structured study groups. Services are provided through the Institute for Student Academic Enrichment (ISAE) and the Learning Assistance Program.

Learning Assistance Program

The Learning Assistance Program provides academic support to students through the following programs: peer tutoring in general subject areas; workshops in study skills; writing consultation, and structured study groups.

Scholar Mentor Program

President's Scholars and Dean's List students participate in the Scholar Mentor Program. Through this program they are trained as peer tutors and then provide learning assistance to fellow students in a variety of subject areas. Scholar Mentors may receive academic credit by enrolling in the Scholar Mentor Seminar (SPR 25).

Student Support Services Project (ISAE - Institute for Student Academic Enrichment)

This federally funded project is designed to assist students in achieving the maximum potential in higher education. On both campuses, the Student Support Services Project (ISAE Program) provides to *eligible* students academic advisement, peer tutoring, career and personal counseling, financial aid information, workshops, leadership and cultural enrichment activities.

Athletics

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Athletic department offers activities that complement the academic program and provide all students with opportunities to maintain their physical fitness, acquire skills in lifetime sports, or compete in intercollegiate athletics. Cross-country, volleyball and tennis are offered as intercollegiate sports; basketball and track are organized at the club level.

All students have an opportunity to take physical education courses, develop personalized fitness programs and participate in recreational sports on campus through use of the fitness center, pool and tennis courts.

Re-entry Student Program

The Re-entry Student Program provides support services to re-entering undergraduates who have had a significant break in their education or are just beginning their studies. They are usually somewhat older than the average student, may have children, or may be working full time while attending school.

Re-entry student services include a special, one-day orientation geared to the returning student's lifestyle, study skills seminars, information and referral services, twice weekly lunch meetings for peer networking, a "finals week" dinner, and on-going personal support from the Re-entry Coordinator.

GRADUATE DEGREE PROGRAMS

The liberal arts tradition and the Catholic nature of the college give direction to Mount St. Mary's College and, as it is an integral part of the college, to the graduate division. Graduate programs flow from the college mission statement and presuppose the components of a liberal arts education (Catalog, p. 11), as is evident in the following objectives, developed by the Graduate Council for the teaching and preparation of students at the graduate level.

Women and men at the graduate level are prepared as leaders for society and are given the means as well as the confidence to:

- a. create and contribute to a society in which respect for individuals permeates all professional structures and personal interactions;
- b. assist those with whom they work to recognize and use their own talents, skills, and resources;
- c. envision and facilitate personal responsibility for the direction of society as it grows toward a greater global interaction, culturally, socially, and politically;
- d. expand one's own knowledge of and contribution to a field through the tools of research and academic development.

Each graduate program, in ways appropriate to the preparation for a particular profession, strives to attain these objectives by:

- a. individualized and personal advisement;
- b. careful curriculum planning and scheduling;
- c. selection of competent, caring faculty who are well prepared in their fields and sensitive to the needs of the adult student population;
- d. challenging students to investigate a wide range of related resources beyond those presented in classes;
- e. providing a welcoming environment that suggests harmony, peace and concern for the well-being of all persons.

Programs in the graduate division include both the disciplinary and the professional masters degrees. Degree nomenclature appropriately reflects the type of degree. The degrees currently offered are:

The Master of Arts in Religious Studies with Certificate Programs in:

Advanced Religious Studies
Hispanic Pastoral Ministry
Pastoral Care/Counseling
Youth and Young Adult Ministry

(See Graduate Religious Studies section.)

The Master of Science in Education with concentrations in:

Administrative Services
Special Education: Learning Handicapped
Individually Designed Program

Graduate Degree in Conjunction with Basic Teaching Credential with Concentrations in:

Teaching Children from At-Risk Conditions
Catholic Education
Individually Designed Program

(See Graduate Education section.)

The Master of Science in Counseling Psychology with concentrations in:

Marriage, Family and Child Counseling
Human Services

(See Graduate Psychology section.)

The Master of Physical Therapy

The M.P.T. degree entry level program is 27 months in length and requires full-time study throughout the program. The curriculum is an integrated design which provides early clinical experiences to foster maximum development of the student's problem solving skills.

(See Physical Therapy section.)

Admission Policies

A student who holds a bachelors degree from an accredited college or university, is eligible to apply for admission. The student's previous academic record must give evidence of the ability and the preparation necessary for successfully pursuing graduate study. The Admission decision will be based on an evaluation of the applicant's potential for success in the profession.

Application

Application procedures must be completed before or during the first semester of enrollment. (For application procedures for Master of Physical Therapy admission see p. 210). The applicant forwards the following, where applicable, to:

The Graduate Division
Mount St. Mary's College
10 Chester Place
Los Angeles, CA 90007-2598

1. Application and application fee.
2. Two official transcripts of all previous college work, both undergraduate and graduate, sent directly from each institution to the Graduate Office. These records should show, for upper division work, a minimum GPA of 3.0 for applicants to the Master of Arts in Religious Studies, 2.75 for applicants to Master of Science in Psychology programs, and 2.50 for applicants to the Master of Science Education programs.
3. Two letters of recommendation from persons who have had ample opportunity to judge the applicant's academic ability, achievement and professional potential.
 - a) For applicants for the M. A. in Religious Studies: Potential for graduate study in theology and potential in counseling or religious leadership in parish or school; or ministry in the Hispanic community.
 - b) For applicants for the M. S. in Education: Appropriate professional potential in education, counseling, administration, or teaching in special education.
 - c) For applicants for the M.S. in Counseling Psychology: Appropriate professional potential as a counseling psychologist.
4. Results of the *Miller Analogies Test*.
5. An Admissions interview with graduate faculty.
6. Two copies of all teaching credentials held. (For all programs in education.)
7. Results of the California Basic Educational Skills Test (for applicants for the M.S. in Education who are also applying for a credential).
8. Tuberculosis (TB) clearance (for applicants for the M.S. in Education who are also applying for a credential).
9. Results of the TOEFL test, for applicants whose first language is other than English. A minimum score of 550 is required.

Applicants from countries other than the United States:

10. Must submit results of the TOEFL test (for applicants whose first language is other than English). A minimum score of 550 is required.
11. Must have their transcripts sent to the Credential Evaluation Service for equivalency evaluation. (Special application forms are provided.)
12. Must submit a notarized statement guaranteeing financial support during the period of study at Mount St. Mary's College.
13. May obtain further details published in "Information for Prospective Graduate Students From Other Countries," included with the application forms.

Admission and Acceptance

Upon final approval by the Graduate Dean, an applicant is admitted into a graduate department.

An applicant may take course work for one semester before official acceptance into the graduate division, but may not register for a second semester if all application procedures have not been completed. No more than nine units taken at Mount St. Mary's College before acceptance into a program may be applied to the degree program.

After all requirements for admission have been fulfilled, an official departmental acceptance notice is sent directly to the applicant. Acceptance is determined by the action

of the Graduate Dean and the Departmental Advisor or when appropriate, the Graduate Council.

In the event that the applicant's undergraduate record does not include all of the required courses or a satisfactory grade point average, supplementary undergraduate work may be required to fulfill the prerequisites of the major department.

After official acceptance into a graduate degree program, masters degree students may apply for financial aid from the Financial Aid Office of Mount St. Mary's College.

Academic Policies

Residence and Time Limit

After acceptance into a degree program the student is expected to remain continuously enrolled in each regular semester up to and including the semester in which the degree is awarded. The degree must be earned within seven years.

A graduate student who is eligible but who chooses not to enroll continuously may petition for a leave of absence for a specified period of time (no more than three consecutive semesters.) At the end of the period of leave the student may enroll without filing an application for re-admission. After a lapse of time extending beyond the leave, the student will follow the same procedures as those for new applicants. An exception to this policy is made for the student who has completed all required courses and units except the final research project or thesis, if the course is not being offered during the final semester.

Unit Load

The number of semester units of work taken in the respective semesters or summer sessions is determined in consultation with departmental advisors. The number of semester units for a full time load is six (6) semester units, with the exception of Physical Therapy which requires sixteen and a half ($16\frac{1}{2}$) semester units.

Student Responsibility

Students are held individually responsible for information contained in the College catalog. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official Class Schedules and other data sent from the Graduate Office. College catalogs are available in the Graduate Office, and students are advised to obtain and keep their catalogs.

Graduation

Application for Graduation: Candidates for the Masters degree file a formal degree application and pay the required fee at the beginning of their final semester. The specific date for this application is published in the current Graduate College calendar.

It is the responsibility of the student to apply for graduation. Forms are available in the Doheny Registrar's Office and include the application. The application must be signed by the advisor. The graduation fee is required, in order for the degree to be

awarded, regardless of attendance at the graduation ceremonies. The candidate should check with the advisor to see if all requirements have been met.

Education Credential candidates are responsible for submitting Credential applications to MSMC Department of Education for processing.

Graduation Exercises: Candidates receiving degrees are invited to participate in the Graduation Exercises. These ceremonies are held each year at the end of the Spring semester. All graduates who have completed their programs since the previous spring are included in the exercises of Hooding and Commencement.

Readmission of Students Who Have Already Completed a Graduate Degree

Graduates who wish to enroll for another credential or degree will follow the same procedure as new applicants. New recommendations and other records may be required, depending upon changed circumstances. An application fee is not charged unless a period of five or more years has elapsed since the completion of the previous program.

Non Degree-Seeking Graduate Students (Unclassified Status)

Students who hold bachelors' degrees from accredited colleges or universities are eligible to take courses for unit credit at the college without the intention of pursuing a graduate degree or credential. They may take either undergraduate courses in subjects of special interest or graduate courses for which they are qualified.

Students complete registration forms, complete an application form, and may be required to provide evidence of possessing a baccalaureate degree at the time of registration. Their registration is approved by the departmental advisor. They are expected to observe the prevailing standards of scholarship and attendance.

If, after taking courses at the college, a student should become an applicant for a degree, a limited number of graduate credit courses (no more than nine units) may be applied to the individual degree program, after the student has been admitted to the Graduate Division. These courses must satisfy the requirements of the program and meet the approval of the program advisor and the Graduate Dean.

Course Numbers

Although all of the work counted toward the masters degree is of a distinctly advanced character, not all of the courses need be taken from the 200-level. With the approval of the graduate advisor in the major field, upper division courses suitable for a well-rounded program may be included, provided that the student earns at least a grade of B. A maximum of upper division units that may be included are nine semester units for the Master of Science in Education degree.

Grading Policies

Grades

The grade point average for all work presented for an advanced degree or credential must be at least 3.0 or B average. A required course in which a grade of D or F has been received must be repeated.

The student's grade point average is computed according to this scale:

A	4.0	Superior, outstanding work
A-	3.7	
B+	3.3	Good work
B	3.0	
B-	2.7	
C+	2.3	Satisfactory work
C	2.0	
C-	1.7	Less than satisfactory work
D	1.0	Poor work, but passing for purposes of college credit
F	0.0	Failure to meet minimum course requirements

The following grades are not computed in the GPA:

AU	audit
CR	C- or better; credit given (see below)
I	incomplete (see below)
IP	in progress: deferred grading for graduate thesis or field experience
NC	D or F; no credit given (see below)
R	course was repeated at later date
U	unauthorized withdrawal
W	withdrawn

Credit/No Credit

CR/NC ordinarily applies only to the Supervised Field Experience in graduate programs. For field experience and supervised teaching offered by the Education and Counseling Psychology Departments, CR signifies work B or better.

Incomplete

An Incomplete is given only when a student:

1. has fulfilled the majority of the course requirements;
2. has a passing grade in the classwork;
3. is prevented from completing the assigned work for serious reasons;
4. has consulted the instructor prior to the grading period;
5. has been assessed by the instructor that he/she can realistically complete the work within one semester.

A petition to receive an incomplete, approved by the instructor, must be filed by the student with the registrar prior to the end of the term. An incomplete will remain as such unless removed by the instructor within one semester. It is not computed in the GPA. An extension of time (no more than one additional semester) may be made by

the instructor after submission of the proper forms initiated by the student through the Registrar's Office. If not completed within this time the student will re-register for the course and pay the regular fees.

In Progress (IP)

When an In Progress (IP) is given in the Masters Seminar or final research thesis or project, the candidate shall have one semester after the time of registration for the course within which to complete the course or project.

Repetition of courses with C-/D/F/NC grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade or CR. Courses may be repeated only once. In cases of repeated courses, the units are counted once and the higher grade is computed in the GPA. Required courses for which D,F, or NC are assigned must be repeated, if the student is eligible to remain in the program.

Credit by Examination

Credit for certain courses may be earned by satisfactory completion of examinations offered by the department. Petition to take such examinations is made through the advisor of the respective program. Forms for such petitions may be obtained from the Graduate Office. Approval of such petitions is based on a review of each individual case.

Credit examinations will ordinarily be given only to students who have been admitted to a graduate program and have maintained a 3.0 GPA in at least one semester or six units of study at Mount St. Mary's College. After satisfactorily completing credit examinations, students will file appropriate completed forms with the Registrar's Office. Only CR, i.e., no letter grade, will be given for passing these examinations; no record of failures on these examinations will appear on the transcript.

A maximum of nine units, which may be included in the 24 units of residency, may be earned by credit examination.

Transfer of Credit

A maximum of six semester units of graduate work taken in an accredited graduate program is transferable to Mount St. Mary's College, provided that:

1. the transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of B or better was earned;
2. the courses are transferred after the student has been accepted into the program and prior to the last semester of graduate study; transfer credit forms are available in the Graduate Office;
3. correspondence and extension courses are not transferable;
4. courses must have been taken within seven years of the date on which the student was accepted in a Mount St. Mary's College graduate program.

Students once admitted to a graduate program are expected to pursue study only at Mount St. Mary's College. (For credential students, the Ryan Act requires residency in one college program.)

Unauthorized Withdrawal

The grade U indicates that an enrolled student neither withdrew nor completed course requirements, thus making normal evaluation of academic performance impossible. A grade of U is not computed in the student's GPA.

Withdrawal From Courses

The grade W indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the college calendar with the approval of the instructor and advisor. After the scheduled date, petition to the Graduate Dean is required. The W carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal from Programs

Students who withdraw from a graduate program at any time must file a withdrawal notice in the Graduate Office.

Probation

Failure of a graduate degree or credential student to maintain a 3.0 GPA places the student on probation. The student will be notified in writing from the Office of the Dean regarding the probation. A student on probation must achieve a GPA of 3.0 or higher during the next term in order to be reinstated to regular standing and may be required to take fewer units of work while on probation.

Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA during the probationary period. The Graduate Dean and/or the Graduate Council has the authority to dismiss students and to suspend dismissal.

Petitions

A petition may be submitted to cover certain exceptions to stated policies. A petition may not be retroactive, but must be submitted before the exception is to be considered.

Grievance Procedure

Copies of Mount St. Mary's College Graduate Student Grievance Procedure are available upon request at the Graduate Office.

The Graduate Council

The Graduate Council is an advisory body, composed of the graduate program advisors and the Graduate Dean, whose function is to recommend modifications or changes in graduate policy to the Academic Vice President. The main objectives of the Graduate Council are to promote excellence in research and scholarship beyond the undergraduate level and to strengthen existing graduate programs. Among their concerns are admission standards, degree requirements, faculty appointments, and program review and approval.

Responsibility for compliance with published deadlines, regulations, and procedures rests with the student. The written authorization of the Graduate Dean is required for exceptions to published regulations. Because graduate degrees are awarded for scholarly accomplishments, quantitative requirements for specific degree programs must be considered as minimum standards.

COURSES OF INSTRUCTION

Designation of Credits and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. Lower division courses marked with an * may be taken for upper division credit with the permission of the instructor and appropriate adjustment in course requirements. Credit for courses whose course numbers include the letter X may not be applied to the baccalaureate degree.

Courses numbered 200-299 are graduate level; those numbered 300-399 are professional courses and those between 340-349 are professional credit courses which may be submitted for equivalency evaluation to be applied to a credential or masters program.

Courses listed as upper division/graduate (100/200) may be taken for either.

Courses approved for fulfillment of the General Studies Curriculum requirements are identified after the course description in each department:

GS-IA	Written Communication Skills
GS-IB	Oral Communication Skills
GS-II	Analytical Skills
GS-III A	Art or Music
GS-III B	Literature
GS-III C	History
GS-III D	Natural and Physical Sciences
GS-III E	Mathematics
GS-III F	Social and Behavioral Sciences
GS-III G	Contemporary Economics or Politics
GS-IV	Foreign Language
GS-V A1	Religious Studies: Scripture
GS-V A2	Religious Studies: Christian Thought
GS-V A3	Religious Studies: Christian Ethics
GS-V A4	Religious Studies: Religion and Religions
GS-V B1	Philosophy: Philosophical Ideas
GS-V B2	Philosophy: Ethics
GS-V B3	Philosophy: Other
GS-VI	Multicultural Perspectives

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

The college also offers workshops, seminars, and classes for CEU's (Continuing Educational Units). All records of study and transcripts will be processed through the National Registry for Continuing Education with the American College Testing program.

American Studies

Interdepartmental

What is distinctive about American culture? What are the developing trends in American society, in public policy, in consumer-behavior? What values do Americans treasure? The major in American Studies focuses on the influences of the past and present which have affected American character, experience, and institutions.

This major is of particular value to students interested in entering government service, business, economics, management, political writing, teaching, and law.

It is possible to have a double major combining American Studies with a major in English, history, or political science.

Courses Required for a B.A. Degree in American Studies

A minimum of thirty-six units in American Studies offerings. Three of the upper-division courses must be in the humanities (literature, philosophy, art) and three in the social sciences (history, political science, sociology, economics) — or other courses with the approval of the American Studies Program Director.

Interdisciplinary Electives

Art

ART 5 or 3	or a course in Art History	(3)
------------	----------------------------	-----

Business

BUS 4	Introduction to Business	(3)
-------	--------------------------	-----

English

ENG 145	American Literature: Beginnings to 1914	(3)
ENG 146	American Literature: 1914 to Present	(3)
ENG 154	Selected American Writers or other courses emphasizing American Writers	(3)

History

HIS 171	Revolutionaries and Constitutionalists: 1763-1800	(3)
HIS 173	U. S. Civil War and Reconstruction	(3)
HIS 178	Diplomatic History of the U. S.	(3)
HIS 179	Constitutional History of the U. S.	(3)
HIS 180	Current Constitutional History	(3)
HIS 181	Modern Presidential History	(3)
HIS 188	California History	(3)

Philosophy

PHI 92	Introduction to Business Ethics	(3)
PHI 134	American Philosophy	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 174	Aesthetics	(3)

Political Science

POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)
POL 116	Democracy and Democratic Theory	(3)
POL 125	Foreign Relations of the U. S.	(3)
POL 138	International Law	(3)
POL 170	American Party Politics	(3)
POL 171	Presidents and Personalities	(3)
POL 180	State and Local Government	(3)

Sociology

SOC 104	The Family	(3)
SOC 112	Contemporary Social Issues	(3)
SOC 125	Comparative Social Structures	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)
SOC 180	Social Stratification	(3)
SOC 185	Political Sociology	(3)
SOC 189	Sociology of Aging	(3)
SOC 190	Social Change	(3)

Total Units in American Studies: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in American Studies

A minimum of six courses, from the list above, arranged with the American Studies Program Director. Courses are described in the respective departmental listings.

Art

The art major is directed toward several goals. It provides the undergraduate student with a thorough and comprehensive understanding of art as an essential human activity. It prepares students who wish to continue as professional artists or teachers of art.

The BACHELOR OF ARTS DEGREE IN ART offers the students thorough course experiences in drawing, design, painting, photography, printmaking, sculpture, ceramics, fiber design, and art history.

Art courses are offered on both campuses which enrich the liberal arts experience for the student and expand the general studies offerings.

Courses Required for a B.A. Degree in Art

Prerequisites:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)

One course from the following: (3)

ART 170	History of Art: Ancient to Medieval	(3)
ART 171	History of Art: Renaissance to Romanticism	(3)
ART 172	History of Art: The Modern World	(3)
ART 173	History of Art: Multiculturalism and the Visual Arts	(3)
ART 5	Fundamentals of Art	(3)

Required Courses:

ART 11	Printmaking I	(3)
ART 12	Ceramics I	(3)
ART 106	Design II	(3)
ART 122	Drawing II (Figure)	(3)

One course in Art History: (3)

Four upper division courses in art: (12)

Total units in Art: 39

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirements.

The Minor in Art

A minimum of six courses in Art:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)

One course from the following:	(3)
ART 170 History of Art: Ancient to Medieval	(3)
ART 171 History of Art: Renaissance to Romanticism	(3)
ART 172 History of Art: The Modern World	(3)
ART 173 History of Art: Multiculturalism and the Visual Arts	(3)
ART 5 Fundamentals of Art or Visual Thinking	(3)
Two additional courses in Art:	(6)

Total units in Art: 18

The Minor in Art History

A minimum of six courses:

ART 5 Fundamentals of Art or	(3)
ART 3 Visual Thinking	(3)
ART 170 History of Art: Ancient to Medieval	(3)
ART 171 History of Art: Renaissance to Romanticism	(3)
ART 172 History of Art: Modern World	(3)
ART 175 Critical Theories in the Visual Arts	(3)
ART 199 Independent Study: Research Paper in Art History	(3)

One course in Art: (3)

Total units in Art: 18

The Minor in Graphic Design

A minimum of six courses:

ART 1 Drawing I	(3)
ART 2 Design I	(3)
ART 6 Design II	(3)
ART 10 Photography I	(3)
ART 130 Graphic Communication	(3)

Choice of one Art History or Visual Thinking (3)

Total units in Art: 18

B.A. Teacher Education Program in Art: see Education section.

ART 1 Drawing I (3)
Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored.

ART 2 Design I (3)
An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application.

ART 3/103 Visual Thinking (3,3)
 Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements the analytical skills and is applicable to creative problem solving in all disciplines. In addition to completing the requirements for ART 3, students taking Visual Thinking for upper division credit will be assigned additional readings and will be required to submit a specific project reflecting the application of course concepts to a particular situation.

GS-II,III,VB3

***ART 4 Painting I (3)**

The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic paint will be used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

***ART 5 Fundamentals of Art (3)**

Illustrated lecture through the use of slides and films on the development of art forms and historical periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. GS-IIIA,VI

***ART 6 Design II (3)**

The application of the elements and principles of design to further the development of creative ideas. Includes graphic processes and techniques. *Prerequisite: ART 2*

***ART 9 Fiber Arts I (3)**

The development of design and visual concepts through the use of fiber techniques of weaving will be introduced and non-loom processes will be explored.

***ART 10 Photography I (3)**

A laboratory and theory course introducing techniques of shooting, developing, and printing. Students are expected to supply their own cameras.

***ART 11 Printmaking I (Intaglio) (3)**

A laboratory course involving intaglio, collograph, and relief printing processes. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized. *Prerequisites: ART 1, 2.*

***ART 12 Ceramics I (3)**

Beginning course with emphasis on gaining skills through manipulation and facility of the material clay. Students will be introduced to and complete projects with glaze. Personal development of visual concepts through given projects will be encouraged.

ART 94 Study/Travel (1-6)

ART 99 Special Experience (3)
 An individually designed course combining field experience with studio projects. May be repeated for credit.

ART 130AB Graphic Communication (3,3)

The development of visual ideas for the purpose of communication. A variety of techniques and graphic processes will be explored. Students will develop visual images relative to social, industrial, and institutional concerns. *Prerequisites: ART 2 and ART 6.*

ART 133AB Illustration (3,3)

The study of contemporary illustrators and their work for both content and style in publications and media. Emphasis is placed on developing skills applicable to illustrations and communicating your ideas with a convincing message and technique. Assignments may cover such things as album covers, book jackets, and stories or magazine articles. *Prerequisite: ART 1 and ART 164.*

ART 135 Graphic Art Internship (1-3)

Development of skills in the graphic arts as used in offset printing. Emphasis will be on design, layout, and copy production and the step-by-step preparation of artwork from design to plate and press. *Prerequisites: ART 2 and ART 132.*

ART 136 Visual Thinking II (3)

The further development of skills and understanding pertaining to the use of visual thinking as a method of creative problem

solving. Emphasis will be placed on conceptual development, presentation and verbal analysis. The application of the visual elements and principles of all art will continue. *Prerequisite: ART 003.*

ART 139ABC Media: Practices and Possibilities II (3,3,3)

In depth projects in one or more audio visual medium. *Prerequisite: ART 32.*

ART 145 Arts and Crafts in the Classroom (3)

A variety of skills for elementary and secondary grades to demonstrate arts or crafts activities to the group. Students become acquainted with classroom methods. They will use art education processes as a method to enhance reading, writing, arithmetic, and social studies. Students investigate problems such as group and individual motivation, self-motivation, and attitudes of self expression typical of different ages and temperaments. *Requirement for single subject credential in Art.*

ART 146 Three-Dimensional Design (3)

An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. Various materials will be explored.

ART 149 Sculpture I (3)

An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. Various materials will be explored.

ART 150 ABC Photography II (3,3,3)

The further development of camera and dark-room techniques. Emphasis will be placed on the study and creative use of controlled lighting. Advanced students will explore contemporary photo processes. Personal direction and the development of photography as an art form will be emphasized. *Prerequisite: ART 10.*

ART 151 ABC Printmaking II (3,3,3)

Further development of printmaking skills including etching, photoetching, lithography, and color printing. Personal direction will be encouraged. *Prerequisite: ART 11.*

ART 154 ABC Fiber Arts II (3,3,3)

The further development of fiber techniques, including advanced weaving and fiber used to create sculptural form.

Emphasis will be on individual growth application of visual concepts. A wide range of materials will be considered. *Prerequisite: ART 9.*

ART 159 ABC Sculpture II (3,3,3)

Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. *Prerequisite: ART 149.*

ART 162 ABC Ceramics II (3,3,3)

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. *Prerequisite: ART 12.*

ART 164 ABC Drawing II (Figure) (3,3,3)

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. *Prerequisite: ART 1.*

ART 166 ABC Painting II (3,3,3)

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be co-ordinated. *Prerequisite: ART 4.*

ART 170 History of Art: Ancient to Medieval (3)

Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting, sculpture, and architecture to the social and cultural environment. GS-IIIA

ART 171 History of Art: Renaissance to Romanticism (3)

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture. GS-IIIA

ART 172 History of Art: Modern World (3)

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art. **GS-IIIA**

ART 173 Multiculturalism and the Visual Arts (3)

Illustrated lecture and discussion. A study of art from the diverse cultures which make up the pluralistic character of the United States. African American, Asian, Hispanic and Native American art will be examined along with the contemporary social and cultural implications. **GS-IIIA, VI** approval pending.

ART 175 Critical Theories in the Visual Arts: Seminar (3)

A systematic approach to art theory, criticism, and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. *Prerequisite: Major or minor in art (upper division).*

ART 190 Workshop (1-3)

May be repeated for credit.

ART 191 Directed Readings (1-3)**ART 193 Senior Project and Exhibition** (3)

Open to all graduating seniors majoring in art. Students will complete and coordinate a holding of work to be exhibited and documented in a slide portfolio. The course includes the installation and all organization aspects of the exhibition to be held in José Drudis-Biada Art Gallery. *Prerequisite: Major in Art.*

ART 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

ART 199 Independent Study (1-3)

Advanced individual problems. May be repeated for credit.

Biochemistry

Departmental Affiliation: Physical Sciences and Math

The major in biochemistry offers the student an interdisciplinary study of chemistry, biology, mathematics and physics. It provides an excellent preparation for all graduate work/research in biochemistry and the molecular sciences, and professional areas leading into the health sciences.

Courses Required for a B.S. Degree in Biochemistry

Lower Division:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 3AB	Calculus IA/IB	(4,4)
PHY 11AB or PHY 1AB	Mechanics/Electricity, Magnetism and Optics Introductory Physics IA/IB	(4,3)
PHY 1BL	Physics Laboratory	(1)

(MTH 38, Probability and Statistics, and MTH 9 or 9H, Introduction to Computer Processes, are recommended courses.)

Upper Division:

BIO 130	Genetics	(4)
BIO 152	Cell and Molecular Physiology	(4)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 109	Biosynthetic Metabolism	(3)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 120 or CHE 130	Instrumental Methods Biochemical Methods	(3)
CHE 199	Research	(3)

Plus one course from the following: BIO 151B, BIO 104, BIO 105, BIO 125, BIO 180.

Total units in chemistry, biology, mathematics, and physics: 73

Plus general studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree. Courses are described in the respective department listings.

Premedical/Predental Sequence with a B.S. in Biochemistry

Medical schools accept students from **any** degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admissions to medical programs. Successful completion of the B.S. degree with a major in biochemistry provides an excellent preparation for medical, dental and pharmaceutical studies.

Biological Sciences

Students in the Department of Biological Sciences may elect to major in one or more of the following options: Biology, Pre-medical or Pre-dental Programs, and Pre-Physical Therapy.

The options listed above prepare the student to enter medical school, dental school, physical therapy masters programs, graduate degree programs, clinical and research laboratories, allied health professions, teaching at the elementary or secondary levels and various other science or health-related professions.

Students may earn a B.A. degree or a B.S. degree. For the B.A. degree it is necessary to complete the foreign language requirement.

Grades of C – or above must be received in all for the major.

Courses Required for a B.A. Degree in Biological Sciences

Lower Division:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)
CHE 107	Biochemistry	(4)
MTH 3A	Calculus I	(4)
PHY 1A	Physics	(4)

Upper Division:

Seven to nine upper division courses including:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 151	Medical Physiology	(4)
BIO 195	Senior Seminar in New Biology	(3)

Total units in biological sciences: 33-36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Courses in environmental and evolutionary biology will be offered upon request.

Courses Required for a B.S. Degree in Biological Sciences

Lower Division:

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)

CHE 107	Biochemistry	(4)
MTH 3AB	Calculus I	(4,4)
PHY 1AB	Physics	(4,4)

Upper Division:

Nine to ten upper division courses including:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
BIO 180	Endocrinology	(4)
BIO 191	Research Methodology	(3)
BIO 195	Senior Seminar in New Biology	(3)

Recommendations:

BIO 50A	Human Anatomy	(4)
BIO 105	Immunology	(4)
BIO 150	Biology of Aging	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(4)

Total units in Biological Sciences: 33-37

Courses in environmental and evolutionary biology offered by request.

Plus general studies requirements and electives totaling 124 semester units.

PRE-MEDICAL/PRE-DENTAL EMPHASES: Biological Sciences Major with a B.S. Degree:

Pre-medical/Pre-dental Emphases

Students in the Department of Biological Sciences may elect to take their major in the Pre-medical or Pre-dental Programs. These programs offer a strong science preparation balanced with a well rounded Liberal Arts program required for successful entrance into Schools of Medicine or Dentistry. Such program emphases prepare students for study in a wide variety of graduate school programs, assistanceships in biomedical research laboratories or other health-related professions. It is recommended that the student select a minor in one of the humanities.

Courses Required for a B.S. Degree in Biological Sciences**Lower Division:**

BIO 1AB	Biological Dynamics	(4,4)
CHE 1AB	General Chemistry	(4,4)
CHE 6AB	Organic Chemistry	(4,4)

CHE 107	Biochemistry	(4)
MTH 3AB	Calculus I	(4,4)
PHY 1AB	Physics	(4,4)

Upper Division:

Nine to ten upper division courses including:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
BIO 180	Endocrinology	(4)
BIO 191	Research Methodology	(3)
BIO 195	Senior Seminar in New Biology	(3)

Recommendations:

BIO 50A	Human Anatomy	(4)
BIO 105	Immunology	(4)
BIO 150	Biology of Aging	(3)
MTH 9	Introduction to Computer Processes	(3)
MTH 38	Elements of Probability and Statistics	(3)

Total units in Biological Sciences: 38

Plus general studies requirements and electives totaling 124 semester units.

Course descriptions can be found in the catalog under Biological Sciences.

PRE-PHYSICAL THERAPY EMPHASIS: Biological Sciences Major with a B.S. Degree

The establishment of an undergraduate Pre-Physical Therapy Program will meet the needs of MSMC undergraduate students interested in pursuing post-baccalaureate professional education in Physical Therapy or other health-science related fields.

Students selecting this major will complete the required general education coursework (45 units), as well as a core of major requirements (50 units) as outlined below. Grades of C or above must be received in core courses.

Core requirements:

BIO 1AB	Biological Dynamics	(8)
CHE 1AB	General Chemistry	(8)
PHY 1AB	Physics	(8)
BIO 50A	Human Anatomy	(4)
BIO 151	Medical Physiology	(4)
BIO 152	Cell Molecular Physiology	(4)
BIO 191	Research Methodology	(3)
MTH 38/PSY 40	Statistics	(3)
MTH 9	Computer Literacy	(3)

 Students MUST CHOOSE one of the following:

BIO 125	Developmental Biology	(4)
BIO 130	Genetics	(4)
BIO 105	Immunology	(4)

Additionally, students will have 3 core required courses in both psychology and gerontology. They will need an additional 3 courses of their own choosing from either a psychology or a gerontology emphasis.

Psychology core requirements:

PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Gerontology core requirements:

SOC 5	Sociology Perspectives	(3)
SOC 189	Sociology of Aging	(3)
HSP 194	Concepts and Issues of Aging	(3)

Psychology emphasis:

PSY 102	Theories & Issues in Development	(3)
PSY 106	Experimental Psychology	(3)
PSY 132	Personality	(3)
PSY 133	Disability/Adjustment	(3)
PSY 134	Learning	(3)
PSY 145	Social Psychology	(3)
PSY 152	Physiological Psychology	(3)

Gerontology emphasis:

HSP 195	Gerontology Internship	(3)
HSP 196	Thanatology Seminar	(3)
PSY 128	Psychology of Aging	(3)
SOC 104	The Family	(3)
SOC 161B	Dynamics of Majority/Minority Relations	(3)
PHI 161B	Bioethics	(3)
	or	
RST 149	Biomedical Issues/Christian Ethics	(3)

The Minor in Biological Sciences

A minimum of 24 units in the biological sciences including:

BIO 1AB	Biological Dynamics	(4,4)
BIO 130	Genetics	(4)

At least four additional upper division courses in the Biological Sciences are required; at least one of these must be an upper division physiology. Students majoring in one of the department's major options cannot receive a minor in the department.

BIO 1A Biological Dynamics (4)

An introduction to the science of biology and the variety of organisms in the biosphere. Topics presented include theories relative to the origin of life, cellular structure and function, evolution as a unifying principle in biology, and processes of inheritance. Laboratory experiences give students an opportunity to understand scientific methods of investigation. Lecture 3 hrs., laboratory 3 hrs. **GS-II, IIID**

BIO 1B Biological Dynamics (4)

An introduction to the study of biology at the organismic, population, and environmental levels. Included are topics dealing with the structures and coordination of functions of complex multicellular organisms, biological factors that support community life systems, ecological interrelationships of plants and animals, and human impact upon the environment. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 1A.* **GS-II, IIID**

BIO 1AH Freshman Honors**Biology (1)**

Exploration of a single topic through laboratory exercises, journal and textbook readings and classroom discussion. Topics are chosen to present basic concepts in biology and vary from year to year. Lecture/discussion 1 hr. Laboratory 3 hr. Substitutes for BIO 1A laboratory. Student must be eligible for honors courses. Departmental approval required. **GS-IIID**

BIO 1BH Freshman Honors**Biology (1)**

An enrichment component of Biology 1B. Includes reading, presenting, evaluating and interpreting recent original scientific journal articles. The laboratory component includes a six-week experience in research laboratory on campus. Substitutes for BIO 1B laboratory and has one additional unit credit. Lecture/discussion 1 hr. Laboratory 3 hr. Students must be eligible for honors courses or be recommended by the department. **GS-IIID**

BIO 3 General Microbiology (4)

Basic principles of microbial growth and metabolism, morphology, taxonomy, pathogenicity, immunity, and control. Micro-organisms as agents of disease and normal inhabitants of man's environment. Techniques of isolation, cultivation and identification of these organisms. Lecture 3 hrs., laboratory 3 hrs. **GS-II, IIID**

BIO 5 Life Sciences (3)

An introduction to biology at the molecular, cellular and organismic levels, including evolutionary theories and the environment. Emphases will be on genetics, metabolism in plants and animals, and the structure and function of the human body. Lecture 2 hrs., Laboratory 2 hrs. **GS-II, IIID**

BIO 7 Introduction to the Human Body (3)

Introductory course designed for students preparing for entry level health care occupations. Organization of the body from cells to tissues to organ systems. Homeostasis, musculoskeletal and nervous systems are emphasized. Lecture 2 hrs., Laboratory 2 hrs. **GS-II, IIID**

BIO 10 Health Science (3)

An introductory course designed to provide the student with a basic understanding of the functioning of the human body as it relates to health problems. Included are such topics as nutrition, infectious disease, cancer, cardiovascular disease, reproduction, and the effects of alcohol, drugs, and tobacco. Lecture 3 hrs. (Meets Health Education requirement for California clear teaching credentials.) **GS-IIID**

BIO 31 Human Sexuality (3)

An introduction to the biology of human sexual behavior from conception through old age. Topics include sex determination, sex differences, sexual choices, mating, fertility and reproduction. Lecture 3 hrs. **GS-IIID**

BIO 40A Human Anatomy (4)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Emphasis is placed on the skeletal, muscular and nervous systems. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. This course is required for Physical Therapy Assistant and Pre-Health majors. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: Successful completion of a high school General Biology course.* **GS-II, IIID**

BIO 50A Human Anatomy (4)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Lecture 3 hrs., laboratory 3 hrs. *Prerequisites: Successful completion of a high school General Biology course.* GS-II, IID

BIO 50B Human Physiology (4)

An introduction to physiological principles with emphasis on organ systems. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Laboratory exercises include dissections, microscopic and macroscopic exercises and the use of medical instrumentation. Lecture 3 hrs., laboratory 3 hrs. *Prerequisites: A grade of C or above in BIO 50A or BIO 40A.* GS-IIID

***BIO 87 Fundamental Concepts (1-3)**

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. GS-IIID

BIO 105 Immunology (4)

Basic principles and theories of the body's immune mechanisms. Native immunity, antibody-antigen reactions, tissue transplants, autoimmune diseases, hypersensitivity. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 3 or 1AB or 50AB*

BIO 106 Medical Mycology (3)

Introduction to the morphology, physiology, and taxonomy of the fungi which cause disease in man. Techniques of isolation, cultivation, and identification of these organisms. Lecture 2 hrs., laboratory 3 hrs. *Prerequisite: BIO 3.*

BIO 112 Human Nutrition (3)

A study of the principles of nutrition and their application with emphasis on nutritional requirements of the body throughout the life cycle; cultural, economic, psychological, and social influences on food habits; food selection, meal planning, controls for safety and nutritive value of food

supply; nutrition education and services in the community; use of case studies in therapeutic nutrition. *Prerequisite: BIO 1AB or BIO 50AB, or consent of instructor.*

BIO 125 Developmental Biology (4)

Study of the control mechanisms of development from conception to old age: physiological processes involved in growth and repair, induction, and differentiation. Examination of various developing systems will include sea urchins, plants, chicks, and humans. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 1AB or BIO 50AB.*

BIO 130 Genetics (4)

A study of heredity. Classical viewpoints are examined and explained by modern molecular analyses. Genetics of bacteria, yeast, insects and humans will be examined. Aspects of population genetics significant to an understanding of evolution will also be discussed. Organization of genes and control of gene expression will be considered along with applications to biotechnology. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 1AB or BIO 50AB.*

BIO 150 Biology of Aging (3)

An examination of the various physiological aspects associated with the effects of aging on the human body. Emphasis will be placed on the major causes of death in the United States and preventive medicine theories related to these diseases. *Prerequisites: BIO 1AB or BIO 50AB or permission of instructor.*

BIO 151 Medical Physiology (4)

A detailed study of the functional processes of the human body at the molecular and organ system levels: dynamics of fluid balance, control mechanisms, transport systems, metabolic activity, aging, and neuroendocrine and neuromuscular integration will be included. References to pathophysiology will be made. Lecture 3 hrs., laboratory 3 hrs. *Prerequisite: BIO 1AB, CHE 1AB.*

BIO 152 Cell and Molecular Physiology (3)

A study of biology at the molecular and cellular levels. Topics will include cellular organization and specialization, energetics, membrane transport, nerve and muscle activity, immunology, and gene expression and regulation. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: BIO 1AB, BIO 151, CHE 6AB.*

***BIO 180 Endocrinology (4)**
A study of the molecular and physiological effects of hormones on living systems: mechanisms of neuroendocrine control, biofeedback, biological clocks, membrane receptors, and mechanisms of hormone action will be included. Emphasis will be placed on the human endocrine system. Lecture 3 hrs., laboratories will be individually directed. *Prerequisite: BIO 1AB, BIO 151, CHE 6AB.*

BIO 187 Selected Topics in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field.

GS-IIID

BIO 191 Research Methodology (3)
Methodology of research; includes techniques of research, theory of research, experimental designs, gathering data, and interpreting data.

BIO 192AB Special Studies (3,3)

BIO 195 Senior Seminar in New Biology (3)

Seminar in the principles and applications of modern genetics and cellular and molecular physiology with an emphasis on contemporary problems in research in such areas as immunology, oncology, and aging. *Prerequisite: Senior standing.*

BIO 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

BIO 197 Research Readings (1)

Directed reading in special interest area for the departmental research requirement. Faculty research mentor approval required.

BIO 198 Biological Research (1-3)

Directed research project. Should be taken under the guidance of a biology faculty member presently engaged in laboratory research. The completed project will be presented to senior majors and science faculty. The research project is usually initiated during the junior year and completed before graduation. Three units are required. Department chair consent is required.

BIO 199 Independent Study (1-3)

The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper or report.

Business Administration Department

The Business Administration Department at Mount St. Mary's College is committed to developing leaders who are capable of making complex business decisions and appreciate the significance of their responsibilities to the companies and communities they serve.

Consistent with the liberal arts tradition of the College, the department emphasizes a broad-based, interdisciplinary curriculum which provides the knowledge, skills and values necessary to accomplish these goals.

Four key themes are *infused* through all department course offerings which nurture a continuing curiosity and a receptivity to new ideas:

- global business
- management communication
- business ethics
- innovative management

Hallmarks of the program includes a high level of interaction with faculty and peers, academic rigor and the translation of theory into practice. The Business Administration Department offers the following degrees:

- Bachelor of Arts (in the traditional day program)
- Bachelor of Science (in the Weekend College program)
- Associate Arts
- Minor in Business

The Bachelor degree program and minor are offered at the Chalon Campus. The AA Degree is available at the Doheny Campus. The business administration department is a member of the American Assembly of Collegiate Schools of Business (AACSB).

Each program is described below:

The Associate Arts Degree (Doheny Campus)

The Associate in Arts degree in Business Administration is a two year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four year business program. The courses in the A.A. Business Administration Program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General studies courses contribute to the broad based education of students which not only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the mark of a liberal arts education.

Upon completion of an A.A. Degree, students may wish to pursue a business baccalaureate degree or they can choose to terminate their education. Given the current business environment, students are strongly encouraged to continue their studies for a four year degree. Many of the students who complete the two year A.A. program in Business chose to transfer to Mount St. Mary's four year B.A. program.

To be accepted into the A.A. Business Administration Program, students must have a cumulative high school GPA of at least 2.5 in all college preparatory courses. SAT or ACT scores are required and will be considered during the application process. Students who have at least 12 units of previous college course work must have a minimum GPA of 2.25 in order to be considered for admission into the program.

The Bachelor of Arts Program

The Bachelor of Arts program in business administration prepares students for professional careers by stimulating rigorous, imaginative, analytical, and inquisitive attitudes. An emphasis on teamwork, and problem solving is evident at all levels of education in the business administration major. The department offers five areas of emphasis. Each emphasis is described below:

1. **Accounting.** The emphasis in **Accounting** qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.
2. **International Business.** The emphasis in **International Business** prepares the students for the many opportunities available in the fields of international management, international finance and government service. The International Business emphasis is designed for individuals with an interest in business on a global scale. The program concentrates on the social, political, and economic aspects of the international marketplace.
3. **Language, Culture and Business.** The global business environment demands a knowledge of business skills, an appreciation of the importance of understanding cultural differences and the ability to communicate in another language. The **Language, Culture and Business** emphasis achieves a unique balance in preparing students to work effectively in a domestic or foreign work assignment. The language component develops vocabulary of business and stresses the role of accurate interpretation and translation. Culture is viewed from linguistic, historical, social and business perspectives.
4. **Management.** The emphasis in **Management** offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsized and small organizations.
5. **Marketing.** The emphasis in **Marketing** provides students with a “strategic orientation” in the areas of advertising, public relations, designs, sales, research and marketing management. The program is designed to prepare students for marketing related careers in the public and private sectors.

Bachelor of Science Program (Weekend College)

The **B.S. in Business Administration**, offered in the Weekend College, is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through general education requirements, the business administration major is generalist in scope and covers key functional areas in business – management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, group projects, and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

The Minor in Business Administration

The minor in Business Administration has been specially designed for liberal arts, science, health science and other non-business majors.

A minimum of 21 units selected from business administration offerings are required for a minor. A minimum of 12 units must be completed in the Business Administration Department at Mount St. Mary's College.

Students interested in a business administration minor should arrange their total program with the department chair. All minors are required to complete the following courses:

• BUS 4A	Business Foundations and Analysis	(3)
• ECO 2	Macroeconomics	(3)
• BUS 5	Business Law I	(3)
• BUS 15A	Accounting Principles I	(3)
• BUS 160	Principles of Marketing	(3)
• BUS 185	Principles of Management	(3)

In addition to the general Business Administration Minor, a minor is also available in:

- marketing
- international business
- economics
- business law
- accounting

See the Department Chair to develop a specific program.

Double Major Program

The department offers a program for students who desire to major in Business Administration and another discipline at the College.

Lower Division Core Requirements:

BUS 4A	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
BUS 92/PHI 92	Intro to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28/BUS 28	Mathematical Analysis for Business	(3)
MTH 38/BUS 38	Elements of Probability and Statistics	(3)
BUS 13	Computer Applications: Spreadsheets and Word Processing	(1)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Advanced Bus. Communications: Management & Theory	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

The A.A. Degree in Business Administration**Department Requirements:**

First Year		
Fall		
BUS 4A	Business Foundations & Analysis	(3)
*BUS 23	Mathematics for Business	(3)
Spring		
ECO 2	Macroeconomics	(3)
BUS 4B	Business Foundations & Analysis	(3)
BUS 7	Computer Application in Business I	(3)
Second Year		
Fall		
ECO 1	Microeconomics	(3)
BUS 16A	Accounting Principles I	(4)
*BUS 21	Business Communication	(3)
Spring		
BUS 5	Business Law I	(3)
BUS 16B	Accounting Principles II	(4)
BUS 92/PHI 92	Introduction to Business Ethics	(3)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)
SSC 16C	Leadership, Women & the Workplace	(1)

Total units to graduate: 60**Overall G.P.A. needed to graduate: 2.0****Overall G.P.A. needed to transfer to Chalon: 2.25**

*Students demonstrating proficiency in this area may have the course waived by the department.

The B.A. Degree in Business Administration**Lower Division Core Requirements:**

BUS 4A	Business Foundations & Analysis	(3)**
BUS 5	Business Law I	(3)

BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
BUS 92/PHI 92	Introduction to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
BUS 28/MTH 28	Mathematical Analysis for Business	(3)
BUS 38/MTH 38	Elements of Probability & Statistics	(3)
SPE 12	Business & Professional Communications	(1)
SPR 18	Career Planning	(1)
BUS 13	Computer Applications: Spreadsheets and Word Processing	(1)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Advanced Bus. Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

1. Accounting Emphasis

BUS 137	Intermediate Accounting I	(4)
BUS 138	Intermediate Accounting II	(4)
BUS 141	Accounting Internship	(3)
BUS 154	Cost Accounting	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)
BUS 198	Advanced Accounting	(3)

2. International Business Emphasis

BUS 142	International Internship	(3)
BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

(Plus three courses from the following:)

ECO 112	Economic History of Europe	(3)
SOC 125	Comparative Social Structures	(3)
POL 125	Foreign Relations of the United States	(3)
POL 134	International Organizations or	(3)
POL 135	Selected Problems in International Organization	(3)
BUS 183	Management Seminar	(3)

3. Language, Culture and Business Emphasis

Total of 9 upper division units of Language and/or culture in addition to completion of the general studies modern language requirement

BUS 143	Language, Culture & Bus. Internship	(3)
BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

Recommended Courses:

ECO 112	Economic History of Europe	(3)
SOC 125	Comparative Social Structures	(3)
POL 125	Foreign Relations of the United States	(3)
POL 134	International Organizations	(3)
POL 135	Selected Problems in International Organization	(3)
BUS 183	Management Seminar	(3)

4. Management Emphasis

BUS 106	Business Law II	(3)
BUS 170	Real Estate	(3)
or		
BUS 171	Real Estate Law and Management	(3)
BUS 144	Management Internship	(3)
BUS 157	Human Resource Development	(3)
BUS 161	Principles of Advertising	(3)
or		
BUS 175	Principles of Sales	(3)
BUS 184	Organizational Behavior	(3)
BUS 183	Management Seminar	(3)

5. Marketing Emphasis

BUS 145	Marketing Internship	(3)
BUS 163	Marketing Research	(3)
BUS 161	Principles of Advertising	(3)
BUS 175	Principles of Sales	(3)
BUS 194	Marketing Management	(3)
BUS 195	International Marketing	(3)
BUS 183	Management Seminar	(3)

**This may be waived for transfer students entering with significant business course work. See Department Chair.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

**Suggested Sequence of Courses
Bachelor of Arts**

The following is a model for completing the business administration major in four years. Only business administration courses are listed.

**FRESHMAN YEAR
Fall Semester**

BUS 4A	Bus. Foundations & Analysis	(3)
BUS 15A	Accounting Principles I	(3)
BUS 28/MTH 28	Mathematical for Business	(3)

Spring Semester

BUS 15B	Accounting Principles II	(3)
BUS 38/MTH 38	Elements of Probability & Statistics	(3)
PHI 92	Intro to Business Ethics	(3)

SOPHOMORE YEAR
Fall Semester

ECO 2	Macroeconomics	(3)
SPE 12	Bus. & Professional Communication	(3)
SPR 18	Career Planning	(1)

Spring Semester

BUS 13	Computer Applications Spreadsheets & Wordprocessing	(1)
ECO 1	Microeconomics	(3)
BUS 5	Business Law I	(3)

JUNIOR YEAR
Fall Semester

BUS 160	Principles of Marketing	(3)
BUS 122	Adv. Business Communication	(3)
	Upper Division Emphasis Course	(3)

Spring Semester

BUS 185	Principles of Management	(3)
BUS 177	Management Info. Systems	(3)
	Upper Division Emphasis Course	(3)

SENIOR YEAR
Fall Semester

BUS 130	Principles of Finance	(3)
	Internship	(3)
	Upper Division Emphasis Course	(3)
	Upper Division Emphasis Course	(3)

Spring Semester

BUS 192	Business Policy & Strategy	(3)
	Upper Division Emphasis Course	(3)
	Upper Division Emphasis Course	(3)

**B.S. Degree in Business
(Weekend College)****Lower Division Core Requirements:**

BUS 5	Business Law I	(3)
BUS 13	Computer Applications: Spreadsheets & Word Processing	(1)
BUS 15A	Accounting Principles I	(3)

BUS 15B	Accounting Principles II	(3)
BUS 92/PHI 92	Introduction to Business Ethics	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
BUS 28/MTH 28	Mathematical Analysis for Business	(3)
BUS 38/MTH 38	Elements of Probability & Statistics	(3)

Upper Division Core Requirements:

BUS 122	Advanced Business Communications: Management & Theory	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy & Strategy	(3)

In addition, eighteen upper division business units are required for the major.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

BUS 4AB Business Foundations & Analysis (3,3)

An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

and limitations of data processing in business. Specific applications will be made to corporate word processing and data processing training.

BUS 9 Introduction to Computer Processes (3)

This course includes a description of the computer, its logical structure and functioning, input-output, storage, and peripheral equipment. It also covers an introduction to programming using the BASIC language and the data processing cycle with emphasis on business applications. This course is not an acceptable preparation for MTH 20. *Prerequisite: PHI 5, BUS 23 or sufficient math proficiency scores, or consent of instructor.*

BUS 13 Computer Applications: Spreadsheets and Word Processing (1)

This course will familiarize students with computers as they are used in the business world: word processing, spread sheets, and data processing. Students will also become familiar with the IBM PC and the DOS systems. Examples will be oriented toward the needs of students majoring in business administration and will provide the skills necessary to be competitive in the job market.

BUS 7 Computer Applications in Business I (3)

This course will familiarize students with data processing. Students will be able to identify terms frequently used in data processing and they will comprehend the uses

BUS 15A Accounting Principles I (3)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for tangible and intangible assets. Focus is on the sole proprietorship.

BUS 15B Accounting Principles II (3)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities, financial statement and analysis and an introduction to managerial accounting.

BUS 16A Accounting Principles I (4)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts.

BUS 16B Accounting Principles II (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities and financial statement analysis. Faculty-guided experiences are provided for additional reinforcement of course concepts.

BUS 21 Fundamentals of Business Communication (3)

Mechanics and techniques of effective business writing; theory of and practice in composing various types of business letters and reports, with emphasis on the human relations and oral communications. *Prerequisite: BUS 7 or consent of the instructor.*

BUS 23 Mathematics for Business (3)

Fundamentals of mathematics as applied to business: percentage, discount, interest, tax, commission, mark-up, insurance, etc.

(This course is not to be confused with BUS 28/MTH 28, required of all Baccalaureate Program business majors.)

BUS 28 Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. (See MTH 28.)

BUS 38 Probability and Statistics: Business Applications (3)

Elementary probability theory, properties of distributions, sampling, hypothesis testing, correlation. *Prerequisite: satisfactory score on the Mathematics Placement Exam.* (See MTH 38).

BUS 92/PHI 92 Introduction to Business Ethics (3)

A case study approach to business ethics, taking into consideration the perspectives of management, labor, consumer or public, governmental agencies, and environmental or other special interest groups. Using a basis in ethical theory, the course will cover such as areas as public welfare, issues in hiring (affirmative action, quotas) and business practices (product liability, honesty, business bluffing, advertising, sexual harassment, racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world), corporate decision-making and responsibility. *Students who take this course may not take PHI 21 for credit. Honors students should take PHI 21H, not PHI 92. GS-VB2*

BUS 97 Independent Study (1-6)

Lower division course, independent study or directed readings on business related topics. *Prerequisite: Consent of faculty member and approval of department chairperson.*

BUS 103 Advanced Management: Visual Thinking (3)

Management capabilities are developed by showing how to use a combined thinking process involving visual and graphic applications, improving insight and discovery.

BUS 104 Investment Analysis and Management (3)

Survey of investments including corporate and government securities, real property and financial intermediaries. Study of financial investments with emphasis on security analysis, valuation and portfolio management. *Prerequisite: BUS 130.*

BUS 106/POL 105 Business Law II (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales, criminal and civil liability, product liability and insurance. *Prerequisite: BUS 5.*

BUS 122 Advanced Business Communications: Management Theory (3)

This course develops both oral and written business communications skills through the study of communications theory in conjunction with practical communication assignments. Specific content areas include management and decision-making case studies, internal and external written communications, business proposals, group dynamics, interviews and business presentations.

BUS 130 Principles of Finance (3)

This course is designed to provide students with a broad based understanding of financial concepts and their applications. The course will explore: (a) the financial system – components, institutions, and functions; (b) business finance and management – application of financial principles on a micro and macro level; (c) financial policy – the methods and effects of government debt and fiscal policy. *Prerequisites: BUS 4, ECO 1, ECO 2, BUS 15A, BUS 15B, BUS 28, MTH 38.*

BUS 131 Managerial Accounting (3)

The application of accounting analysis to business decision, planning and control. Integrating information systems with specific emphasis on cost concepts and applications, budget, cost volume profit relationships and decision making from the capital investment and pricing viewpoints. *Prerequisites: BUS 15A and BUS 15B.*

BUS 133 Government and Business (3)

This course explores the relationship between business and government in the United States – the influence of environmental forces on business institutions and the impact of corporations on their environment. Through this course students develop an analytic framework for exploring political institutions and practices, social and ethical responsibilities, regulation and the policy making process, environmental issues, consumer concerns, workplace multiculturalism and diversity, global issues, and institutional reform. **GS-IIIG**

BUS 137 Intermediate Accounting I (4)

The beginning of the in-depth study of financial accounting. Topics include the conceptual framework, financial statement preparation, concept of future and present value, revenue and expense recognition, accounting for cash and receivables, inventory and fixed asset accounting.

Prerequisites: BUS 15A and 15B.

BUS 138 Intermediate Accounting II (4)

The conceptual and procedural aspects of some of the more complex topics of financial accounting are studied. Topics include long term debt, leases, pensions, error corrections and the statement of cash flows.

Prerequisite: BUS 137.

BUS 140/BUS 140H Women's Issues in Business and Economics (3)

Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism, socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling, gendered economic roles, women's issues in business law, affirmative action, and sexual harassment. **GSIIIG, VI**

BUS 141 Accounting Internship (3)

Qualified juniors and seniors majoring in Business with an emphasis in Accounting may receive supervised, on-the-job training related to the field of Accounting. The student is responsible for setting up the internship. Approval and supervision are required by the department.

BUS 142 International Internship (3,6)

Qualified juniors and seniors majoring in Business with an emphasis in International Business may receive supervised, on-the-job training related to the field of International Business. The student is responsible for setting up the internship. Approval and supervision are required by the department chairperson.

BUS 143 Language, Culture & Business Internship (3,6)

Qualified juniors and seniors majoring in Business with an emphasis in Language, Culture and Business may receive supervised, on-the-job training related to the field of International Business. The student is responsible for setting up the internship. Approval and supervision are required by the department chairperson.

BUS 144 Management Internship (3,6)

Qualified juniors and seniors majoring in Business with an emphasis in Management may receive supervised, on-the-job training related to the field of Management. The student is responsible for setting up the internship. Approval and supervision are required by the department chairperson.

BUS 145 Marketing Internship (3,6)

Qualified juniors and seniors majoring in Business with an emphasis in Marketing may receive supervised, on-the-job training related to the field of Marketing. The student is responsible for setting up the internship. Approval and supervision are required by the department chairperson.

BUS 148/PSY 148 Industrial Organization and Consumer Psychology (3)

Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

BUS 150 Strategic Management of Nonprofit Organizations (3)

This course is designed to study, discuss, and debate issues facing managers of non-profit organizations. The goal of this course is to integrate skills in organizational behavior, marketing, finance, and analytical

disciplines into strategic decision making in the nonprofit context. Topics explored include mission definition, competing internal and external demands, resource scarcity and uncertainty, governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there will be opportunities to examine areas where public, for-profit, and nonprofit organizations interact. *Prerequisite: BUS 185*

BUS 154 Cost Accounting (3)

Budgeting responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports. *Prerequisites: BUS 15A and 15B.*

BUS 155/POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

BUS 156/POL 186 Introduction to Public Administration (3)

The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

BUS 157 Human Resources Development (3)

This course explores the contributions made by the modern human resource department to the success of business organizations. Particular areas of focus include job analysis, recruitment, training, compensation analysis, performance analysis, legal issues and workforce diversity. The course content weaves the underlying theories of human behavior in organizations with the practical applications of these theories pertinent for future managers or human resource professionals.

BUS 158/POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

BUS 160 Principles of Marketing (3)

This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored – product issues, pricing decisions, distribution channels and promotional strategies, (b) the users of marketing will be identified, (c) the role of marketing in the organization and society will be examined, (d) marketing objectives, tools and resources will be assessed, and (e) components of strong marketing strategy will be evaluated. *Prerequisite: BUS 4*

BUS 161 Principles of Advertising (3)

This course examines the major components of modern advertising and promotion. Key areas explored include the social and economic role of advertising; controls over advertising; planning of the campaign; the role of research; media strategy and co-ordination with other elements of the marketing communication mix. *Prerequisite: BUS 160 or consent of instructor.*

BUS 163 Marketing Research (3)

Fundamentals of marketing and industrial research as an approach to problem solving. Business cases are used to develop the student's analytical ability and to demonstrate the application of business research fundamentals. *Prerequisite: BUS 38, BUS 160.*

BUS 165 Service Sector Management (3)

This course examines problems and decisions related to the design, planning, control, and improvement of service systems. Topics explored include market environment for service operations and time-based competition, design of service systems, performance measures of processing systems, planning and control, quality management,

capacity and technology choice, information systems, location and distribution management. *Prerequisite: BUS 185.*

BUS 169 Issues of Corporate Responsibility (3)

Application of theories developed in Business Ethics to issues arising in the practice of modern business. Topics will vary by semester but the course will focus on newsworthy items that reflect the state of corporate business ethics. These issues may include marketing ethics, product liability, socially responsible investing, employee welfare and concerns of race and gender. Extensive case analysis is utilized to apply critical thinking skills to real business dilemmas. Introduction to Business Ethics (BUS 92) highly recommended.

BUS 170 Real Estate (3)

Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property, including an introduction to real estate investment issues.

BUS 171/POL 106 Real Estate Law and Management (3)

This course develops those skills necessary to purchase, sell or lease real estate in commercial transactions: Business and legal aspects, purchase and sales contracts, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant law, wills and inheritance, and estates in land. *Prerequisite: BUS 5.*

BUS 173 Real Estate Investment (3)

Emphasizes problems and methodology for making the real estate investment decision. Includes real estate versus other investments; real estate user and investor requirements; decision models; tax factors and syndication.

BUS 175 Principles of Sales (3)

This course explores the function of sales and the relationship to the over-all marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of

sales operations, and integration of sales and other marketing activities. *Prerequisite:* BUS 160 or consent of instructor.

BUS 176 Small Business Management (3)

This course comprehensively covers all activities required for the formation of new enterprises and certain aspects of managing growing organizations. The course explores the new venture creation process: business idea generation and evaluation, resource acquisition, customer identification and selling, developing a business plan, organization building, networking, and the technical issues entrepreneurs face in tax, legal, and accounting areas.

BUS 177 Management Information Systems (3)

This course is designed to familiarize the student with the fundamentals of information system development and use — giving students the competitive edge in the workplace of tomorrow. The course explores: (a) conceptual foundations, (b) information systems applications, (c) systems technology — processing, software, programming, (d) systems analysis, (e) management and societal issues. *Prerequisite:* BUS 4

BUS 178 Women at Work: Multicultural Management-Legal Issues (3)

This course will explore legal, ethical, communication and managerial issues encountered by women in a multicultural workplace. The course will apply contemporary communication and organizational theory to specific multicultural and multi-gender legal issues, analyzed within a legal framework.

BUS 180AB Advanced Advertising Seminar (3,3)

An advanced seminar covering selected topics in copywriting, graphics, media and buying, advertising, budgeting, planning and management. *Prerequisite:* BUS 160 and BUS 161.

BUS 181 Behavioral Science in Management (3)

A study at both the analytical and experiential level of the interpersonal phenomena which affect managerial behavior. Students learn to increase their behavioral flexibility as well as their social sensitivity

to the people-oriented problems in the business environment. *Prerequisites:* BUS 185, 160.

BUS 182 Advanced Finance (3)

Case studies in financial management and capital budgeting. Strategies in debt and equity financing. Portfolio management. *Prerequisites:* BUS 130

BUS 184 Organizational Behavior (3)

This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership, and decision making as well as organizational design, culture, development and change. The discipline of Organizational Behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment. *Prerequisite:* PSY 1 strongly recommended.

BUS 185 Principles of Management (3)

This course discusses the four principle functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. *Prerequisite:* BUS 4

BUS 186 Tax Accounting (3)

Statutes, regulations, administrative rulings, and court decisions relating to federal and California income taxes. Audit procedures; partnership and corporate tax returns. *Prerequisites:* BUS 15A and 15B, 137.

BUS 188 Auditing (3)

Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records. *Prerequisites:* Bus 15A and 15B.

BUS 189 International Management (3)

Application of modern management theory to the administration of international business. The course will study the impact of multigovernmental policies upon the management of international enterprises. *Prerequisite: BUS 185.*

BUS 192 Business Policy and Strategy (3)

This course is the "capstone" course for business administration majors. It provides an opportunity to integrate previous studies in functional areas — marketing, finance, economics, accounting, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include (a) competitive analysis, (b) the strategic management process, (c) the role of the chief executive officer, (d) strategy formulation and decision making, and (e) strategy implementation and control. *Prerequisites: Lower Division and Upper Division Core Courses.*

BUS 193 Selected Topics (1-3)

Course, independent study, seminar, or directed readings in current issues and policies.

BUS 194 Marketing Management (3)

This course is designed to explore the complexities of marketing management. Through this course students will (a) develop an understanding of the key role of marketing in organizations and society, (b) understand the role of marketing information systems, marketing research, buyer behavior and competitive forces (c) explore target market selection, market positioning, and marketing strategies, (d) examine

the market planning process of product, pricing, promotion and distribution, and (e) assess organization, implementation, evaluation and control efforts. *Prerequisites: BUS 160, BUS 185.*

BUS 195 International Marketing (3)

Changing international marketing conditions will be studied in conjunction with the total global business environment. Topics will include foreign market surveys, trade promotion, political, legal, economic and cultural environments, multi-national competition, and integration of physical distribution into the marketing systems. *Prerequisite: BUS 160.*

BUS 183 Management Seminar (3)

This course is an in depth seminar in area of management and organization. Primary activities include the exploration of advanced and specialized issues in the field. See Department Chair for course topic. *Prerequisite: BUS 185.*

BUS 197 Independent Study (1-3)

Course, independent study, or directed readings on a topic of interest to the student. *Prerequisite: Consent of faculty sponsor and approval of department chair.*

BUS 198 Advanced Accounting (3)

Problems associated with preparation of consolidated financial statements, foreign currency translation, partnerships, and governmental fund accounting. *Prerequisite: BUS 137, BUS 138.*

BUS 199 Business Practicum (3-6)

Independent research project of 150 work hours or greater, work of upper division quality, involving an extensive bibliography of texts, periodicals, personal interviews and data storage sources. It shall be conducted under the supervision of a faculty advisor and on-site supervisor.

Chemistry

Departmental Affiliation: Physical Sciences and Mathematics

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

The chemistry major is excellent preparation for graduate studies, medical studies, health science careers, education, scientific writing, and careers in food, petroleum, and textiles. The B.A. degree in chemistry is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

The B.S. degree in chemistry or biochemistry is recommended for those who wish to pursue graduate or medical studies.

Courses Required for a B.A. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 3AB	Calculus IA/IB	(4,4)
MTH 9 or 9H	Introduction to Computer Processes	(3)
PHY 1AB	Introductory Physics IA/IB or Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 11AB	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)

Plus two additional upper division courses in chemistry. An overall grade point average of 2.0 in major courses is required for the degree.

Total units in Chemistry: 33

Total units in mathematics and physics: 19

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Courses Required for a B.S. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)

CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 3AB	Calculus IA/IB	(4,4)
MTH 4AB	Calculus II	(3,3)
MTH 9H	Introduction to Computer Processes (Honors)	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)

Four additional upper division courses in Chemistry (12)

Total units in Chemistry: 41

Total units in mathematics and physics: 25

Plus general studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree.

The Minor in Chemistry

CHE 1AB	General Chemistry	(3,3)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(3,3)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)

Plus one additional upper division course in Chemistry selected from: CHE 110A, 120 or 190. An overall grade point average of 2.0 in major courses is required for the degree.

Total units in Chemistry: 23

CHE 1A General Chemistry (3)
 Lecture, three hours. Atomic theory, atomic structure and the periodic table; molecular structure and bonding; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. *Prerequisites: High school chemistry, three years of high school mathematics, and satisfactory score on Chemistry Placement Examination, or grade of C or better in CHE 3. GS-II,IIID*

CHE 1AL General Chemistry Laboratory (1)
 Laboratory, four hours per week. Quantitative techniques including gravimetric and volumetric analyses; qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. *Prerequisite: Concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C- or better.*

CHE 1B General Chemistry (3)
 Lecture, three hours. Equilibria, kinetics, thermodynamics, oxidation-reduction. Reactions and electrochemistry. *Prerequisite: Grade of C- or better in CHE 1A.*

CHE 1BH General Chemistry: Honors Section (1)
 Laboratory, four hours: Acid-base behavior, thermodynamics concepts, transition metal complexes, and kinetics. Emphasis will be on problem solving and data analysis using the computer. *Prerequisite: CHE 1A and consent of instructor. Open only to students admitted to the Honors Programs.*

CHE 1BL General Chemistry Laboratory (1)
 Laboratory, four hours per week. Calorimetry and thermodynamics experiments, instrumental methods, including spectrophotometers and pH meters; transition metal chemistry. *Prerequisite: C- or better*

in CHE 1A and concurrent enrollment in CHE 1B (recommended) or completion of CHE 1B with a grade of C- or better.

CHE 3 Foundations of Chemistry (3)

Lecture, three hours. An introduction to the principles and laws of chemistry including atomic structure and the periodic table, bonding, nomenclature, stoichiometry, gases, solutions, and introductory organic chemistry. *Note: This course is a prerequisite to CHE 1A if the student fails to qualify for CHE 1A on the Chemistry Placement Examination.* GS-II,IIID

CHE 4 Foundations of Chemistry in the Laboratory (1)

Laboratory, 2 hours, Application of fundamental concepts including measurements, empirical formulas, energy in reactions, physical states of matter, and solution behavior. *Prerequisite:* Past or concurrent enrollment in CHE 3. It is highly recommended that students take this course concurrently with CHE 3.

CHE 6A Organic Chemistry (3)

Lecture, three hours. Reactions of hydrocarbons, alkyl halides, and organometallic compounds. Organic nomenclature, stereochemistry, reaction mechanisms, NMR and IR spectroscopy, organic synthesis. *Prerequisite: Grade of C- or better in CHE 1B.*

CHE 6AL Organic Chemistry Laboratory (1)

Laboratory, four hours. Methods of separations, purification, and identification of organic compounds; introduction to synthesis. *Prerequisite: Concurrent enrollment in CHE 6A (recommended) or completion of CHE 6A with a grade of C- or better.*

CHE 6B Organic Chemistry (3)

Lecture, three hours. Continuation of Chemistry 6A. Reactions of functional groups and aromatic compounds; synthesis. Introduction to chemistry of proteins, carbohydrates, lipids, and nucleic acids. *Prerequisite: Grade of C- or better in CHE 6A.*

CHE 6BL Organic Chemistry Laboratory (1)

Laboratory, four hours per week. Synthesis and reactions of typical organic compounds; introduction to biochemical methods of analysis. *Prerequisite: Concurrent*

enrollment in CHE 6A (recommended) or completion of CHE 6A with a grade of C- or better.

Except where noted, a grade of C or better in prerequisite courses or consent of the department is required for any upper division Chemistry course.

CHE 104 Qualitative Organic Analysis (3)

Lecture, one hour; laboratory, eight hours. Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. *Prerequisite: CHE 6B.*

CHE 107 Biochemistry (3)

Lecture 3 hours. The study of the molecular components of cells with emphasis on physical and chemical properties and biological functions. An introduction to enzyme kinetics, bioenergetics and the central pathways of carbohydrate metabolism. *Prerequisite: CHE 6B.*

CHE 107L Biochemistry Laboratory (1)

Laboratory, four hours per week. Techniques in the isolation and characterization of biomolecules with an emphasis on proteins. Introduction to enzyme kinetics. *Prerequisite: Concurrent enrollment in CHE 107 (recommended) or completion of CHE 107 with a grade of C- or better.*

CHE 109 Biosynthetic Metabolism (3)

Synthesis of nucleic acids and proteins and control mechanisms for these processes. *Prerequisite: CHE 107.*

CHE 110A Physical Chemistry: Thermodynamics (4)

Lecture, four hours. Laws of thermodynamics, chemical equilibria and cell emf. Mathematical techniques for the analysis of chemical problems by means of computers. *Prerequisites: CHE 1B, MTH 3B, PHY 11B (or 1B), MTH 9.*

CHE 110B Physical Chemistry: Dynamics (3)

Lecture, three hours. Kinetic theory, transport processes, chemical kinetics and quantum mechanics. Use of the computer for the analysis of problems in the preceding areas. *Prerequisite: CHE 110A.*

CHE 111 Physical Chemistry Laboratory (2)

Laboratory, six hours. Chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. *Prerequisite: CHE 110A.*

CHE 120 Instrumental Methods of Analysis (3)

Lecture, one hour; laboratory, eight hours. Theory and applications of modern instrumental methods including gas chromatography, radiochemistry, various spectroscopic methods and selected electrochemical methods. *Prerequisite: CHE 6B or consent of instructor.*

CHE 130 Biochemical Methods (3)

Lecture, one hour; laboratory, eight hours. Experimental techniques in biochemistry. Chromatography, electrophoresis, and spectroscopic methods applied to the preparation and measurement of biochemical substances. *Prerequisite: CHE 107*

CHE 190 Inorganic Chemistry (3)

Lecture, three hours. Chemistry of inorganic systems with emphasis on reaction mechanisms, complexes, bonding and periodic relationships. *Prerequisite: CHE 1B.*

CHE 195H Senior Honors Thesis (3)

Open only to students admitted to the honors program.

CHE 196 Internship (1-3)

An intensive work study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. The internship must be approved by the department chairperson.

CHE 197/297 Seminar (1-3)**CHE 98/198 Topics in Chemistry (1-3)**

Prerequisite: Consent of chemistry staff.

CHE 199/299 Research in Chemistry (1-3)

Research problems to be arranged with individual faculty members. *Prerequisite: Consent of chemistry staff.*

Child Development

Departmental Affiliation: Psychology

The Child Development major provides an interdisciplinary approach for the understanding of young children as individuals and as members of society. Courses in this major are those specifically relevant to child development in the departments of Psychology, Sociology, Art, Music and English. The Child Development Major is recommended primarily for individuals who seek careers with children and their families in child care, educational, hospital, or research settings. There are also opportunities for careers in the production, editing, and marketing of children's books, toys, and learning materials.

Students who plan this major at the outset of their college careers may elect to take courses in their first two college years through the Education Department at the Doheny Campus to qualify for the Children's Center Instructional Permit. (See the Early Childhood Education Program under the Education Department listing.)

Courses Required for a B.A. Degree

Lower Division:

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)

Recommended Course:

PSY 40	Statistics *	(3)
--------	--------------	-----

Plus ten upper division courses chosen from the fields of Psychology, Sociology, Art, Music and English, chosen in consultation with an advisor according to the following guidelines:

Psychology: (Minimum 12 upper division units; maximum 21 upper division units)

Upper Division:

PSY 102	Theories and Issues in Development	(3)
PSY 113	Learning in Children and Adolescents	(3)
PSY 132	Personality Theory	(3)
PSY 192	Clinical Practicum (in a child development setting)	(3)

Recommended Courses:

PSY 168	Abnormal Psychology	(3)
PSY 125	Introduction to Counseling	(3)
PSY 106	Basic Research Methods	(3)

PSY 106L	Basic Research Methods Lab	
PSY 134	Learning and Memory Processes*	(3)
PSY 155	Psychological Testing	(3)

(*strongly recommended for candidates intending graduate study)

Art: (A minimum of 3 upper division units chosen from the following):

ART 145	Arts and Crafts in the Classroom	(1-3)
ART 173	Multiculturalism and the Visual Arts	(3)

Music: (A minimum of 3 units chosen from the following):

MUS 116	Music of World Cultures	(3)
MUS 130	Creative Music Experience	(1-3)

Education:

EDU 33	The Visual and Performing Arts for the Young Child	
		(3)

English: (a minimum of 3 units chosen from the following):

ENG 34	Literature for the Young Child	(3)
ENG 134	Children's Literature	(3)

Majors must maintain a grade of C or higher in all courses applied toward the major.

Sociology: (Minimum 3 upper division units; maximum 9 upper division units)

Required Courses:

SOC 4 or SOC 104	The Family, Child and Community	(3)
	The Family	(3)

Recommended Courses:

SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
SOC 128	Introduction to Social Work	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Students may petition the Child Development Program Advisor to substitute other relevant courses in the program.

Total units in the interdisciplinary major areas: 36

Plus general studies requirements and electives totaling 124 semester units including the foreign language requirement.

All courses are described in the respective department listings.

Requirements for the Child Development Minor
18 units from the following; (12 units must be in upper division)**Required Courses:**

PSY 12 Child/Human Development
PSY 102 Theories and Issues in Development
PSY 192 Clinical Practicum (in a child development setting)
SOC 4/SOC 104 The Family, Child and Community or The Family

Electives:

PSY 113 Learning in Children and Adolescents
MUS 130 Creative Music Experience
ART 145 Arts and Crafts in the Classroom
ENG 34/ENG 134 Literature for the Young Child or Children's Literature

Other appropriate courses may be substituted with the permission of the Child Development Program Advisor.

Economics

Departmental Affiliation: Business Administration

ECO 1 Microeconomics (3)

An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade. **GS-IIIF**

ECO 2 Macroeconomics (3)

An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, employment, price stability, fiscal and monetary policy. **GS-II, IIIG**

ECO 44 Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 112/112H Economic History of Europe (3)

This course will offer a unified explanation for the growth of Western Europe from A.D. 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations and wage labor. See also HIS 112. **GS-IIIF**

ECO 113 Economic History of the United States (3)

A study of the economic development of the United States, including agriculture, industry, labor, commerce, finance, and transportation.

ECO 135 Money and Banking (3)

The nature and functions of money and credit, the banking system, monetary policy in the domestic and international economics.

ECO 193 Selected Problems (1-3)

Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 194 Banking Issues (3)

This course studies the nature and functions of money and credit, including the banking system, the federal reserve structure and monetary policy. The course will emphasize recent developments in the financial industry.

ECO 195 International Economics (3)

The general principles of international regulations and trade; the problems of developing countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa. *Prerequisite:* ECO 1, ECO 2. **GS-IIIG**

Education

The Education Department offers the following undergraduate and graduate programs for the preparation of teachers and school administrators:

Undergraduate

Early Childhood Education in conjunction with Associate Degree

Multiple Subject (Elementary) Teacher Preparation Program in conjunction with a Baccalaureate degree and a Liberal Studies Major

Single Subject (Secondary) Teacher Preparation Program in conjunction with a Baccalaureate degree and an academic Subject Matter Preparation Program

Graduate

Credentials:

- Preliminary Multiple Subject (Elementary)
- Preliminary Single Subject (Secondary)
- Professional Clear
- Special Education: Learning Handicapped
- Preliminary Administrative Services

Master of Science in Education:

- Administrative Services
- Special Education: Learning Handicapped
- Individually Designed Program

Master of Science in Education in conjunction with Multiple or Single Subject Credential with concentrations in:

- Teaching Students from At-Risk Conditions
- Catholic Education
- Individually Designed Program

Early Childhood Education Program

A.A. Degree with a Specialization in Early Childhood Education

The Associate Degree Program with a specialization in Early Childhood Education is designed for the student who wishes to enter the field of preschool teaching directly upon graduation. At the completion of the two-year program, the student is qualified to teach in child development programs (pre-kindergarten) or to transfer to a four-year program to complete a Bachelor of Arts degree in Child Development, or to complete the requirements for a Bachelor of Arts degree with a Liberal Studies Major and to apply for admission to the Preliminary Multiple Subject Teaching Credential Program.

Program Requirements

Core Courses

EDU 31	Intro. to Early Childhood Education: Profession and Programs	(3)
EDU 32	E. C. E. : Observation and Curriculum Planning	(3)
EDU 33	The Visual and Performing Arts for the Young Child	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 39	Supervised Field Work: Preschool (taken during last semester)	(6)
ENG 34	Literature for the Young Child	(3)
PSY 12	Child/Human Development	(3)
PSY 34	Language and Concept Development of the Young Child	(3)
SOC 4	Family, Child, and Community	(3)

General Requirements

PSY 1	General Psychology	(3)
BIO 10	Health Science	(3)
PHI 5	Intro. to Logic	(3)

A.A. Program Requirements

SPR 80	Group Experience	(1)
ENG 10AB	Written and Oral Communication	(3,3)
	Religious Studies course	(3)
	Humanities course	(3)

Recommended Electives

Courses in Spanish

The two-year program at the Doheny Campus fulfills coursework and field work requirements for a Regular Children's Center Instructional Permit. These requirements as established by the Commission on Teacher Credentialing of the State of California are the following:

1. Twenty-four semester units of coursework in early childhood education/child development, exclusive of student teaching.
2. Sixteen semester units of coursework in general education including at least one course in each of the following areas: Humanities, Social Sciences, Math and/or Science, and English. A candidate must earn a grade of C or above in each course to be accepted toward the Children's Center Instructional Permit.
3. A supervised field work course from an accredited institution (EDU 39) plus one year of experience in an instructional capacity in a child development program.

(The Program Director on the Doheny Campus makes recommendations for completing this experience with the two-year program.)

This permit is issued for five years and is renewable for successive five-year periods. An Instructional Permit authorizes the holder to perform service in the care, development, and instruction of children in a child development program.

As Title 5 California Administrative Code Regulations pertaining to revisions in the Children's Center Permit are enacted, notification of such revisions are made to students who are enrolled in the program, as well as those who make inquiry regarding it. It is recommended that those reading this section for the first time inquire as to whether the regulations stated here have undergone revision by the state.

Admission Requirements

To be accepted as an Early Childhood Education major, a student entering Mount St. Mary's College must have a GPA of 2.5. SAT or ACT scores are also considered; an interview may be required. Transfer students applying for the Early Childhood Education program after college experience must have a GPA of 2.25 in college-level courses, grades of C or better in all Early Childhood Education courses accepted for transfer, and a grade of C or better in a college-level (non-remedial) English course.

Specific Program Requirements

The student must complete all Early Childhood courses with a grade of C or better. A grade of C or better must also be achieved in ENG 10AB or ENG 1AB.

Because of a demand in Southern California for preschool teachers who can demonstrate speaking and writing ability in the Spanish language, a bilingual option is possible for students in the program. This option is strongly recommended.

Students in the Early Childhood Education specialization must be able to establish rapport with very young children and their families. They must be able to create an environment where children can discover themselves; to do this, they need broad knowledge of children's physical, social/emotional and cognitive development. Coursework, including observation, participation, and supervised teaching of children, is designed to enable students to demonstrate expertise in these areas within the two-year period.

Multiple Subject Teacher Preparation Program B.A. Degree with a Liberal Studies Major

Preparation for certification as an elementary teacher in California consists of two components, academic preparation and professional preparation. The undergraduate student interested in elementary school teaching completes a Liberal Studies major to satisfy the academic preparation requirements and the Multiple Subject Teacher Preparation Program to satisfy the professional requirements. It is possible to complete both the academic and professional preparation in four years. Units taken in the teacher preparation program may count toward the bachelors degree, but are not required for the Liberal Studies major or for graduation. Contact with program advisers and directors is especially important for undergraduate students planning to complete preparation for teacher certification within four years.

Students who do not complete the Liberal Studies major may satisfy the academic preparation requirements for the Multiple Subject Teaching Credential by achieving a passing score on the Multiple Subject Assessment for Teachers (MSAT) exam.

The Liberal Studies major is described on page 160. The professional preparation program for the Multiple Subject Teaching Credential is described on page 123.

Single Subject Teacher Preparation Program B.A. Degree with an Academic Subject Matter Preparation Program

Preparation for certification as a secondary school teacher in California consists of two components, academic preparation and professional preparation. The undergraduate student interested in secondary school teaching completes an approved academic Subject Matter Preparation Program in the field in which she plans to teach. The student completes the Single Subject teacher preparation program to satisfy the professional requirements. It is possible to complete both the academic and professional preparation in four years. Units taken in the Teacher Preparation Program may count toward the bachelors degree but are not required for graduation. Contact with program advisers and directors is especially important for undergraduate students planning to complete preparation for teacher certification within four years.

The following academic Subject Matter Preparation Programs offered by Mount St. Mary's College are approved by the Commission on Teacher Credentialing: Art, English, Languages (Spanish and French), Life Science, Mathematics, Music, Physical Science, and Social Science.

Course requirements for the approved academic Subject Matter Preparation Programs are not the same as for the major. Students interested in obtaining the single subject credential may request the Subject Matter Preparation Program course requirements from the major department or from the Education department.

Candidates who have not completed an approved academic Subject Matter Preparation Program may satisfy the subject matter competency requirement for the credential by achieving passing scores on the appropriate subject area tests of the National Teachers' Examination (Praxis II Series). Students may fulfill the state of California requirements related to the United States Constitution by completing a general studies course requirement which includes the study of the U.S. Constitution.

Students interested in the Single Subject Credential should contact the Education department as early as possible to obtain individual advisement. This is particularly important as this catalog goes to press because the Commission on Teacher Credentialing regulations for the Subject Matter Preparation Programs are currently in the process of revision to meet new legislation. Each Subject Matter Preparation Program has its own expiration date, after which new regulations must be met. At this time, information on the new programs is available only through the Education department.

The professional preparation requirements are described on page 125.

Multiple and Single Subject Teaching Credential Programs

Preliminary Multiple or Single Subject Credential

California requires a baccalaureate degree, subject matter preparation program or passage of the appropriate NTE, and a program for professional preparation for a preliminary teaching credential. The preliminary credential is valid for five years, within which the candidate must meet other requirements (see below).

Professional Clear Credential

For Professional Clear Multiple and Single Subject credentials, thirty units must be completed within five years of the issuance date of the preliminary credential. The "fifth" year program must include the California credential requirements in special education including mainstreaming (EDU 270); health education (BIO 10 or EDU 169), and computer education (EDU 303 and 304). A workshop in Adult, Child, and Infant CPR with an accredited organization is also required. A Masters degree or a specialist or services credential program may be pursued concurrently with the fifth year requirements. The recommendation of an approved college or university is required in order to obtain a professional clear credential. Mount St. Mary's College is approved to grant such recommendations.

Credential legislation and regulations are subject to change. It is the student's responsibility to contact the Education department about current requirements.

Admission to Credential Programs

Undergraduate candidates for the Teacher Preparation Program apply directly to the Education department for admission. Consistent contact with program directors and advisors is important as teaching credential requirements are subject to change.

Individuals who hold baccalaureate degrees from accredited institutions may study at Mount St. Mary's College to earn either the California Multiple Subject or Single Subject Credential. Candidates holding baccalaureate degrees apply for the Teacher Preparation Program through the Graduate Division (see Graduate Degree Admission Policies, p. 73).

Requirements for admission include:

1. Completion of the appropriate application form and payment of fee with statements affirming the moral character of the candidate according to guidelines provided by the Commission on Teacher Credentialing
2. a pattern of academic competence: a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts
3. two letters of recommendation indicating suitability for teaching and prognosis for success in the Teacher Preparation Program
4. interview with members of the Education department related to professional attitude, goals, and personal qualifications
5. a passing score on the California Basic Skills Test (CBEST)
6. verification of medical clearance for tuberculosis

7. for graduate students, a baccalaureate degree from an accredited college or university. Degrees earned outside the United States must be evaluated for equivalency by the International Education Research Foundation, Inc. The Education department provides information on how this foundation may be reached.

Applications are accepted at any time. However, students may not enroll in a second semester of education courses without having been admitted to the Teacher Preparation Program.

Students who have attempted but not passed the CBEST and who have met all other admission requirements may petition for conditional admission into the Teacher Preparation Program. Conditional admission will allow a student to complete the coursework required for the credential. Advancement to student teaching is contingent upon successful completion of the CBEST and official admission to the Teacher Preparation Program.

Admission to the teacher preparation program does not guarantee that a credential will be granted. The Committee on Admission reserves the right to dismiss from a teacher preparation program a candidate who does not meet requirements.

Preliminary Multiple Subject Credential Program

For the Preliminary Multiple Subject Credential, candidates must complete the approved Liberal Studies major at Mount St. Mary's College or another approved program. Candidates who have a baccalaureate degree but who have not completed the Liberal Studies major may satisfy the subject matter competence required for the credential by achieving passing scores on the Multiple Subject Assessment for Teachers (MSAT).

All credential candidates must meet California requirements related to the U.S. Constitution and must have taken a course in the learning process (PSY 113 Child Development and the Learning Process or EDU 202 Psychological Foundations of Growth, Development, and Learning). In addition, candidates must complete the prescribed units of professional education courses as listed below.

**EDU 105A	Classroom Instruction and Management	(3)
EDU 105/205B	Mathematics and Science: Elementary Curriculum	(2)
EDU 105/205C	Reading: Elementary Curriculum	(3)
EDU 105/205D	Social Studies and Language Arts: Elementary Curriculum	(2)
EDU 105/205E	Assessment and Educational Programming with a Cross-Cultural Emphasis	(2)
EDU 116ABC	Supervised Teaching: Elementary	(6 or 12)

**When the option exists, graduate students enroll in 200 level courses.

Graduate students may pursue the Preliminary Multiple Subject Teaching Credential concurrently with a Master of Science in Education degree (see page 130).

Preliminary Single Subject Credential Program

For the Preliminary Single Subject Credential, candidates must complete an approved academic Subject Matter Preparation Program from Mount St. Mary's College or another accredited program. Candidates who have a baccalaureate degree but who have not completed a Subject Matter Preparation Program may satisfy the subject matter competence required for the credential by achieving passing scores on the required

sections of the National Teachers Exam (Praxis II Series). Students must also fulfill the California requirements related to the U.S. Constitution. In addition, candidates must complete the prescribed units of professional education courses listed below:

**EDU 160/260A	Secondary Instruction: Theory and Practice	(3)
EDU 160B	Secondary Instruction: Curriculum	(1)
EDU 161	Observation/Participation: Secondary	(2)
EDU 162/262	Reading: Secondary Curriculum	(3)
EDU 164 PT	Supervised Teaching: Secondary	(6 or 12)
EDU 165/265	The Adolescent and the Learning Process	(3)

**When the option is available, graduate students enroll in the 200 level courses.

Graduate students may pursue the Preliminary Single Subject Teaching Credential concurrently with a Master of Science in Education degree (see page 131).

Credential Course Equivalency

Candidates who have had previous courses/experience which are equivalent to the Mount St. Mary's College credential requirements may petition through the credential program advisor to have such courses/experience accepted in lieu of the prescribed coursework. Courses for which equivalency is granted must have been completed no more than seven years previous to the date of petition, with a grade of B – or better. Courses completed seven or more years ago or courses with a grade of C+ or below will not be accepted as equivalent to required courses. It is the candidate's responsibility to obtain, complete, and submit the required petition forms and supporting documents to the credential program director. The program director makes a recommendation in consultation with the individual who is responsible for the course for which the candidate is seeking equivalency. The department chair reviews this recommendation. No grades or unit credits are granted or indicated on the candidate's transcript as a result of this process. However, completion of the equivalency is indicated in the candidate's advisement file. No more than six units may be fulfilled in this manner to qualify for the Mount St. Mary's College recommendation for the credential.

Policies for Supervised Teaching Experience

The supervised teaching experience in the Teacher Preparation Program is structured to address the diverse levels of experience of our credential candidates. An important part of the candidate's initial advisement sessions with the program director is the determination of how he or she will fulfill the supervised teaching requirement based on his or her previous experience and present situation.

Those planning to register for supervised teaching must make an appointment with the program director at least one semester before the beginning of the semester in which they plan to register for this experience.

Prerequisites for Supervised Teaching

1. Official admission to the Teacher Preparation Program (includes passage of the CBEST)
2. Proven subject matter competence (an approved Liberal Studies major or waiver program for Multiple Subject Credential candidates) or appropriate Subject Matter Preparation Program (Single Subject Credential candidates) with a 2.5 GPA, or passing scores on the appropriate National Teachers Examinations.

3. Successful completion of the appropriate preliminary credential coursework with a 3.0 GPA.

Options to Meet Equivalency for Supervised Teaching

Option I: Full Time Supervised Teaching

The full time supervised teaching experience occurs over one semester, for which the student registers for 12 units. Students are placed by Mount St. Mary's College, in local public schools with master teachers for two six-to-seven week assignments. Students do not make their own arrangements for student teaching placement. Students are guided in teaching techniques by the master teacher and the college supervisor through two assignments at varying grade levels and with culturally diverse student populations. A regular seminar meeting is arranged to support the supervised teaching experience.

Option II: Supervised Teaching for Experienced Teachers

Teachers who have taught successfully on a full-time, paid basis in the appropriate subject area and level for at least two years may petition to have six of the required 12 units of supervised teaching waived. No units are awarded for supervised teaching equivalency. The remaining six units of supervised teaching may be fulfilled in the candidate's classroom in one semester.

Candidates are guided toward improvement in their teaching by the college supervisor and an on-site supervisor at their school. A regular seminar meeting is arranged to support the supervised teaching experience.

Option II is available only to teachers whose schools are located in Los Angeles County.

Candidates taking Option II must:

- a. submit two copies of the Commission on Teacher Credentialing Verification of Experience Form. These forms, available from the program director, must be completed by two individuals (administrators or supervisors) from each school where the applicant has had teaching experience which is serving as a basis for this petition. To be accepted for review, all "Justification" sections on each form must be completed.
- b. submit documentation on the status of the schools in which they have gained their teaching experience if these schools are not public schools. The schools must be documented to have status equivalent to public schools as determined by the California State Department of Education. The documentation forms are available from the program directors.

Grading Policies: Liberal Studies Major, Subject Matter Preparation Programs, and Multiple and Single Subject Credentials

Students completing a Liberal Studies major or one of the approved academic Subject Matter Preparation Programs at Mount St. Mary's College must maintain an overall grade point average of 2.5. Courses in the major or the Subject Matter Preparation Programs in which a D or below is received must be repeated or an equivalent course taken. Failure to maintain the 2.5 GPA places a student on probation (see p. 44 for the college probation policy).

Candidates for teaching credentials must maintain a GPA of 3.0 in education courses. If a student's GPA in education classes drops below 3.0 in any semester, the student

is placed on probation for the next semester. If the student does not attain a GPA in education courses of a 3.0 the following semester, the student will be disqualified from the Teacher Preparation Program. Students may repeat education courses in which a grade of C- was earned to raise the GPA to 3.0.

Course credit is not granted for a grade of D or F in an education course. A student may repeat the first course in which a grade of D or F is received. Receiving a second D or F, either in the repeated course or in another course in the program, results in disqualification from the Teacher Preparation Program. This policy includes the courses required for the professional clear teaching credential.

For supervised teaching, students will be assigned credit (CR) for the experience if their performance in the Supervised Teaching course is evaluated as "C" quality or better. If a student's work is evaluated as work of below "C" quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for 6 to 12 units of supervised teaching.

Specialist Credential in Special Education: Learning Handicapped

This credential program has been approved by the California Commission on Teacher Credentialing for the preparation of teachers who wish to teach in special education classes for the learning handicapped. A prerequisite for specialist credential programs is a valid California K-12 teaching credential.

Required courses (30 units):

EDU 270	Educating Children and Adolescents with Special Needs	(3)
EDU 271	Appraisal of Special Children	(3)
EDU/PSY 272	Disturbances in Child Development	(3)
EDU 273	Development of Programs for Children with Specific Learning Disabilities	(3)
EDU 274	Counseling and Guidance of Special Children	(3)
EDU 275	Teaching of Language Arts for the Learning Handicapped	(3)
EDU 276	Methods of Teaching for the Learning Handicapped	(3)
EDU 277	Language and Speech Disorders	(3)
EDU 278	Supervised Teaching: Learning Handicapped	(6)

The Special Education: Learning Handicapped Credential program may be completed concurrently with a Master of Science in Education degree (see page 130).

Preliminary Administrative Services Credential

This credential program has been approved by the California Commission on Teacher Credentialing for the preparation of administrators for K-12 schools. Prerequisites for the program include: a valid K-12 California teaching credential or a services credential with a specialization in pupil personnel, health, librarian, or clinical rehabilitative services and a minimum of three years of successful, full-time classroom teaching experience, or three years of experience in one of the service areas above.

Required courses (24 units):

EDU 205	Development and Evaluation of Curriculum	(3)
EDU 215	Organization of School Systems: Legal and Financial Aspects	(3)
EDU 216	Supervision of Instruction and Programs	(3)
EDU 217	Administration of Schools and Personnel	(3)
EDU 258	Sociological Aspects of Administrative Leadership	(3)
EDU 263	Laws Relating to Schools, Youth, and Community	(3)
EDU 270	Educating Children and Adolescents with Special Needs	(3)
EDU 298	Supervised Field Experience: Administration/Supervision	(3)

The Preliminary Administrative Services Credential Program may be completed concurrently with a Master of Science in Education degree (see page 129).

According to current regulations and legislation in California, candidates holding the preliminary administrative services credential who obtain a position requiring the credential must, among other requirements, complete an additional twenty-four units to obtain the professional administrative services credential.

Mount St. Mary's College offers the program of study directed toward the preliminary administrative services credential, but not the professional administrative services credential. As regulations regarding both credentials are in the process of review and revision by the Commission on Teacher Credentialing of the State of California, contact the Mount St. Mary's College administrative services program director for current information.

Master of Science in Education

Programs leading to the degree of Master of Science in Education are available with the following areas of concentration:

- Administrative Services
- Special Education: Learning Handicapped
- Teaching Students from At-Risk Conditions
- Catholic Education
- Individually Designed

Students may pursue a masters of science in Education in conjunction with a credential. It is also possible to pursue a masters degree without a credential, but students are strongly advised to obtain the appropriate credential in conjunction with the Masters degree. Thirty semester unit hours of graduate coursework are required for a masters degree: additional units are required for a masters in conjunction with a credential (3 to 15, depending on the credential program).

Individuals who hold a bachelors degree from an accredited college or university are eligible to apply for admission to a masters degree program. Candidates apply through the Graduate Division and must meet all admission requirements within the first semester of enrollment (see Graduate Degree Admission Policies, p. 73 for application requirements).

Program Requirements

Candidates for the degree of Master of Science in Education must complete nine semester units of core course requirements and other coursework required for the particular area of concentration.

Core Course Requirements (nine units)

Three semester units from:

EDU/PSY 202	Psychological Foundations of Growth Development, and Learning	(3)
EDU 203	Sociological Foundations of Education	(3)
EDU 214	Philosophical and Historical Foundations of Education in the United States	(3)

Six additional core units:

EDU 200	Research Methods	(3)
EDU 296	Masters Seminar	(3)

Masters Seminar and Masters Project

When a minimum of 24 units of graduate credit have been completed or when the last semester of coursework has been reached, the candidate may enroll in EDU 296, Masters Seminar. As a result of the seminar the candidate will produce a masters degree project which relates to the student's area of interest. Candidates are required to prepare and obtain approval for the project proposal before the first seminar session.

Specific directions regarding format and other requirements are presented in the seminar meetings. The seminar provides an atmosphere of sharing and mutual support for the study of topics of interest to the candidate. One copy of the completed work is to be approved by the seminar advisor, who files it with the Graduate Division for placement in the Doheny Campus Library.

Administrative Services Degree Requirements

Prerequisites for the Master of Science in Education with a concentration in Administrative Services include: a valid California K-12 teaching or services credential and a minimum of three years of successful, full-time K-12 classroom teaching or service area experience.

In addition to the core course requirements, candidates select 21 units from the coursework required for the Preliminary Administrative Services Credential Program (see p. 127). Thirty-three units are required to complete both the Master of Science in Education and the Preliminary Administrative Services Credential.

Special Education: Learning Handicapped Degree Requirements

A prerequisite for the Master of Science degree in Education with a concentration in Special Education: Learning Handicapped is a valid K-12 California teaching credential.

In addition to the core course requirements, candidates select 21 units from the coursework required for the Special Education: Learning Handicapped Specialist Credential Program (see p. 127). Thirty-nine units are required to complete both the Master of Science degree and the Special Education: Learning Handicapped credential.

Individually Designed Program

For those who wish to earn a Masters degree without a credential, this program is flexible and permits individual choice. The Individually Designed Program may be interdisciplinary or may focus on one area of interest. It may also combine theoretical and practical emphases.

Qualified candidates, under the direction of the program advisor, construct a program to meet their special interests and career goals. In addition to the nine core course requirements, candidates complete 21 units of work selected in consultation with the program advisor. Thirty units are required for the degree.

The Master of Science in Education in Conjunction with the Multiple or Single Subject Credential

This degree program is designed for individuals who wish to pursue a Masters degree in conjunction with a preliminary teaching credential. 24 units are required for the preliminary credential, nine of which double-count for the Masters degree. Nine core course units and 12 elective units complete the degree requirements.

Preliminary Multiple Subject Credential and Masters Degree

Required Coursework

Preliminary Multiple Subject Credential Courses: All courses are required for the credential. Courses with an asterisk (*) apply to the Masters degree.

EDU 105A	Classroom Instruction and Management	(3)
EDU 205B*	Mathematics and Science: Elementary Curriculum	(2)
EDU 205C*	Reading: Elementary Curriculum	(3)
EDU 205D*	Social Studies and Language Arts: Elementary Curriculum	(2)
EDU 205E*	Assessment and Educational Programming with a Cross-Cultural Emphasis	(2)
EDU 116ABC	Supervised Teaching: Elementary	(6 or 12)

Core Courses (9 units): See page 129

Concentration Electives (12 units): Students choose one of the following concentrations:

Teaching Students From At-Risk Conditions: Choose from EDU 270, 272, 274, 275, 276, or 277.

Catholic Education: Students select courses in Religious Studies according to their career objectives and interests.

Individually Designed: Together with the advisor, students select a coherent program of graduate level courses appropriate for their career objectives and interests.

Preliminary Single Subject Credential and Masters Degree

Required Coursework

Preliminary Single Subject Credential Courses: All courses are required for the credential. Courses with an asterisk (*) apply to the Masters degree.

EDU 260A*	Secondary Instruction: Theory and Practice	(3)
EDU 160B	Secondary Instruction: Curriculum	(1)
EDU 161	Observation/Participation: Secondary	(2)
EDU 162/262	Reading: Secondary Curriculum	(3)
EDU 164 PT	Supervised Teaching: Secondary	(6 or 12)
EDU 165/265	The Adolescent and the Learning Process	(3)

Core Courses (9 units): See page 129.

Concentration Electives (12 units): Students choose one of the following concentrations:
Teaching Students From At-Risk Conditions: Choose from EDU 270, 272, 274, 275, 276, or 277.

Catholic Education: Students select courses in Religious Studies according to their career objectives and interests.

Individually-Designed: Together with the advisor, students select a coherent program of graduate level courses appropriate for their career objectives and interests.

NOTE:

All post-baccalaureate programs of study offered by the Education Department are graduate level programs, whether leading to a degree or not (e.g., Multiple Subject and Single Subject preliminary and professional clear teaching credential programs). As such, these programs are governed by policies and procedures for masters degree programs in all applicable areas. Such credential regulations and legislation are subject to change, it is important to contact the Education Department for up-to-date information.

EDU 31 Introduction to Early Childhood Education: Profession and Programs (3)

A study of the history, scope, and current philosophies of programs for young children. Observations in a variety of local early childhood programs, and exploration of the education and licensing requirements for such programs. Ethical and value issues in working with children and their families, as well as the importance of

becoming an advocate for upgrading the profession and improving the quality of children's services, are stressed.

EDU 32 Early Childhood Education: Observation and Curriculum Planning (3)

Introduction and use of alternative formats for recording observations of children. Use of observational data to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of

child development and their application in the early childhood setting by means of observation and curriculum planning, especially in the areas of math, science, health, safety, and nutrition. Opportunities to create environments that enhance cultural pluralism. Includes four hours per week of observation and participation in an early childhood setting. *Prerequisite: Departmental approval.*

EDU 33 The Visual and Performing Arts for the Young Child (3)

A study of: the visual arts (basic concepts, theories, and techniques); dance (basic concepts, and improvisations including philosophical and practical differences among the various disciplines of dance); music (singing, listening and improvisational activities); theatre arts (creative drama, role playing, improvisation and story enactment). Lab fee of \$10.00 required.

EDU 37 Infant and Toddler Development and Care (3)

This course presents an indepth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required. **GS-VI**

EDU 39 Supervised Field Work: Preschool (6)

Instruction of children in an early childhood setting under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Weekly seminars include methods of child guidance and group management, as well as content related to children's health, safety, and nutrition. *Prerequisite: Departmental approval.*

EDU 99 Special Studies (5-3)
May be repeated for credit.

EDU 100 Introduction to Liberal Studies (1)

Introduction to the study of Liberal Arts and Sciences, the structure of knowledge of various disciplines, interrelationships among subject matter areas, and their various forms of inquiry. Integrating themes of cultural and ethnic perspectives and technology will be introduced. Curriculum

Frameworks for elementary schools in California will be required for candidates planning to enter a teaching credential program.

EDU 101 Introduction to the Concentration: Liberal Studies Major (5)

This seminar provides: 1) an introduction to the concentration selected as part of the Liberal Studies Major and 2) a continuing focus on the core program in relation to the California Curriculum Frameworks and the topics introduced in EDU 100.

In relation to the concentration, students focus on: a) the coherent relationship among the courses selected for the concentration, b) the role of technology in society and of ethical issues surrounding the impact of technology on society, especially as related to the concentration selected, c) an understanding of the diverse ethnic, gender, cultural, and handicapped perspectives in relation to the area of concentration, and d) organization of knowledge in the concentration, and the various teaching strategies experienced in the study of the concentration. *Prerequisite: successful completion of EDU 100.*

EDU 102 Integrative Seminar in Liberal Studies (5)

Culminating course required to complete the Liberal Studies Major. Students examine the relationships among the disciplines included in their program of study, synthesize the major themes, and compare the forms of inquiry. Each student selects and clearly identifies one or two significant themes, ethical principles, and/or forms of inquiry derived from her program of study, prepares a synthesis of these components that can be distributed to other members of the seminar and presents the information in an oral presentation to the members of the seminar. To receive credit for this course, candidates submit a portfolio representative of their program of study as a Liberal Studies Major. Qualified candidates may meet this requirement by successful completion of the EDU 196H Senior Honors thesis; however, the project must give evidence of the above-stated components. *Prerequisite: successful completion of EDU 101.*

EDU 105A Classroom Instruction and Management (3)

This course is designed to develop effective management and instructional skills through the study of research on effective educational practices and through skill-building activities in simulated settings and actual classrooms. Course activities include 30 hours of observation of and participation in an elementary school classroom, video-tape analysis of instruction, developing lesson plans and teaching peers and elementary school students.

**EDU 105B/ Mathematics and
205B Science: Elementary School Curriculum (2)**

This course is designed to examine mathematics and science concepts and theories and their application to teaching. A major focus is on instructional methods, evaluation procedures, and use of concrete, manipulative, and other materials that facilitate the learning of mathematics and science in labs and the classroom. Activities emphasize both individual and group participation. Fifteen hours of observation of and participation in mathematics and science in an elementary school classroom provide opportunities to apply methods to the actual classroom.

**EDU 105C/ Reading: Elementary
205C Curriculum (3)**

A study of the developmental process of reading in the elementary school encompassing word attack skills and comprehension skills. The course covers methods, materials, objectives and principles required for a teacher of reading. Evaluation processes researched are both diagnostic and achievement-oriented in nature. Fifteen hours of observation and participation in an elementary school setting gives opportunities for application of theories.

**EDU 105D/ Social Studies and
205D Language Arts:
Elementary School Curriculum (2)**

This course is designed to study curriculum and instructional methods for teaching social studies and language arts at the elementary school level. Course content involves the study of the scope and sequence of social studies curriculum; instructional approaches that facilitate concept development, critical thinking, and

problem solving; critical communication including listening, speaking, reading, and writing; and assessment and instructional techniques for teaching writing, spelling, and handwriting. Activities include 20 hours of observation of and participation in social studies and language arts in an elementary school classroom, unit planning, developing a learning center, and planning and teaching lessons in social studies and/or language arts.

**EDU 105E/ Assessment and
205E Educational Programming with a Cross-Cultural Emphasis (2)**

This course is designed to prepare credential candidates to assess the performance of elementary school students and to prescribe appropriate instruction based on assessment data. A major component of the course is devoted to the assessment of and educational programming appropriate for culturally and linguistically diverse students. Twenty hours of observation of and participation in a culturally diverse elementary school classroom are required.

GS-VI

**EDU 116A Supervised Teaching:
Elementary (12)****EDU 116B Supervised Teaching:
Elementary (6)****EDU 116C Supervised Teaching:
Elementary (6)**

This course is designed as the culminating experience in the credential program and provides opportunities for the credential candidate to integrate and refine the many competencies acquired throughout the program. The candidate assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor. Supervised teaching involves two assignments, each spanning one-half of the semester in two training schools, and at two grade levels (primary and intermediate). Full-time teaching is required with the exception of a seminar that meets one afternoon a week. During the weekly seminar, candidates focus on improving their teaching skills through video-tape analysis and reflection. The goal of supervised teaching is to prepare the candidate to assume the responsibilities of a classroom

teacher. *Prerequisites: Approval of the Education Department Screening Committee and the Program Director, and verification of a passing score on CBEST, and successful completion of the NTE or waiver program.* (Additional fee of \$25.00 per unit for EDU 116A.)

EDU 138A Organization and Administration of Early Childhood Education Programs: Program Development and Curriculum (3)

Various program structures and curricula will be examined together with administrative styles relevant to the operation of early childhood education programs. Development and implementation of appropriate curricula will be stressed as will environmental planning. Course will partially fulfill administrative requirement for Children's Center Supervisor's Permit.

EDU 138B Organization and Administration of Early Childhood Education Programs: Financial and Legal Aspects (3)

Examination of various funding and legal requirements in the operation of early childhood programs with special focus on budgeting, staffing, licensing and compliance with Federal and State requirements. Course will partially fulfill administrative requirement for Children's Center Supervisor's Permit.

EDU 160A/ Secondary Instruction: 260A Theory and Practice (3)

An introduction to secondary school teaching and the initial course in the Single Subject Credential Program. Comprehensive in its scope, the course includes study of topics both technical — classroom management, instructional strategies, legal responsibilities, curriculum concerns — and foundational — teaching/learning theory, philosophy and history of teaching, the school as a social system, the diverse culture and language of students. GS-VI

EDU 160B Secondary Instruction: Curriculum (1)

This seminar is a continuation of 160A, focusing on the study of elements of curriculum design, implementation, and evaluation. Activities follow four major strands: (1) Deepening the understanding

of each teacher's particular subject area and the complexities of teaching it effectively; (2) use of state and district curriculum documents; (3) building a rich variety of resources for use in the classroom; and (4) integrating multicultural awareness into all curricular aspects.

EDU 161 Observation/Participation: Secondary (2)

This seminar explores teaching and learning contexts through inservice and preservice participant-observer experiences. Classroom, campus, and community observation of 18 hours is required. Topics include: fostering positive student attitudes; working with young people of diverse backgrounds, ethnicities, cultures, languages, and socio-economic conditions; social, political, and economic influences on the structure and functioning of the school; building ongoing, effective communication among teachers, parents administrators, and community members.

EDU 162/262 Reading: Secondary Curriculum (3)

This seminar investigates the dimensions of literacy as it relates to all subject areas in the secondary classroom. Course includes implementation of various instructional strategies and modes of assessment for students of diverse cultural and linguistic backgrounds.

EDU 164 Supervised Teaching Seminar P (12) T (6)

This seminar serves as a forum for discussion of the supervised teaching experience, both pre-service and in-service. Technical and theoretical concerns of class members are addressed, with specific attention given to the Program Competencies of the Single Subject Credential Program. *Prerequisites: Approval of the Education Department Screening Committee and the Program Director, verification of passing score on CBEST, and successful completion of the appropriate NTE or waiver program.* (Additional fee of \$25.00 per unit for EDU 164P.)

EDU 165/265 The Adolescent and the Learning Process (3)

This seminar explores all aspects of adolescent development. Particular emphasis will be given to the influence of culture, family,

school, and peers on the adolescent in contemporary society. Various instructional strategies and modes of assessment will also be emphasized.

EDU 169 Health Education for Teachers (1)

A course of study encompassing topics important to the understanding of the problems of and recommended practices for maintenance of good health. Course content is directed toward elementary and secondary school teachers and is approved by the California Commission on Teacher Credentialing to meet Clear California Teaching Credential requirements. Topics studied include substance abuse and nutrition.

EDU 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program

EDU 199 AB Special Studies (.5-3;.5-3)

May be repeated for credit. *Prerequisite: Senior or graduate standing or consent of department.*

EDU 200 Research Methods (3)

A study of the various approaches to research including historical, descriptive, and experimental. Intended to develop facility in reading research reports and applying knowledge gained through research. Students prepare a research report outline for the master's project. See PSY 200.

EDU 202 Psychological Foundations of Growth, Development, and Learning (3)

Contemporary psychological theory as applied to the processes of learning, personal growth, and education. Research and writing are offered to meet the individual needs of students doing graduate work in counseling, human services, and education. (See PSY 202).

EDU 203 Sociological Foundations of Education (3)

A study of education and counseling from a sociological perspective: includes study of the structure of society, its institutions and trends, and the use of sociological approaches to consider professional questions such as cultural and ethnic diversity, equal opportunity, achievement, and change.

EDU 205 Curriculum Development and Evaluation (3)

This seminar explores the central questions of curriculum past, present, and future. Issues include: definitions and understanding of curriculum planning, implementation, and evaluation of curriculum, relationships between values and curriculum, interaction of theory and practice, and the role of curriculum in society. Also investigated are movements in curriculum theory, epistemology, and methodology; contemporary curriculum options; and critical issues. Course requirements include creation of a context-specific curricular project.

EDU 214 Philosophical and Historical Foundations of United States: Integrating Modern and Emerging Trends (3)

This course deals with the issues and challenges of today's schools integrating modern and emerging trends in education. It is designed to reveal the unique characteristics of the American school system by presenting the philosophical and historical influences in its development.

EDU 215 Organization of School Systems: Legal and Financial Aspects (3)

A study of the organization and administration of school districts and school systems in the United States: considers the respective roles of federal, state, and local governments in education; examines legislation and litigation affecting school districts and theory and practice of school finance.

EDU 216 Supervision of Instruction and Programs (3)

This course is designed to provide opportunities for students to develop those competencies required for effective supervision of instruction and educational programs. Such competencies as the following are to be emphasized: proficiency in effecting change in personnel for the improvement of educational programs and of teaching, effective interpersonal relations, development of skills in decision-making and in all aspects of program planning, implementation, and evaluation. *Prerequisite: EDU 205*

EDU 217 Administration of Schools and Personnel (3)

A course in developing skills and understanding in the use of effective techniques in administrative leadership and in development of skill in handling personnel problems, basing decisions on sound principles of personnel administration. The course is designed on the case study approach, including visitations to schools whenever possible, and is specifically designed to prepare for service in elementary and secondary schools.

EDU 258 Sociological Aspects of Administrative Leadership (3)

A study of leadership theory and practice as related to the roles and responsibilities of educational administrators and/or supervisors. The behavior of individuals and groups in an organizational setting is considered. Topics include: group processes, decision-making, climate, communication, and conflict management.

EDU 263 Laws Relating to Schools, Community, and Youth (3)

A study of the legal regulations relating to the community, youth, schools, school personnel, as well as counseling and human services personnel. Students become familiar with the codes and legal references and with agencies which implement these regulations. Attention is also given to ethical issues in professional practice.

EDU 270 Educating Children and Adolescents with Special Needs (1,3)

Provides a survey of the various aspects of exceptionalities of all types and those programs designed to meet the educational needs of exceptional pupils. A study is made of the historical and philosophical significance of special education; the legal and administrative framework for special education within the United States and in California; educational, socio-cultural and psychological rationale for assigning pupils to special education programs, while examining other educational alternatives, including the mainstream of regular education. Meets California requirement for special education for clear teaching credentials and for the Preliminary Administrative Services Credential. Students who

have successfully completed an equivalent course may meet the California Preliminary Administrative Services credential requirement for special education by successfully completing one unit of EDU 270.

EDU 271 Appraisal of Special Children (3)

A study of the use of tools for assessing exceptionalities in children; statistical concepts in measuring abilities; principles of assessment; methods of administration and interpretation; assessment instruments; and the relationship of the results of assessment to the total evaluation of the child.

EDU 272 Disturbances in Child Development (3)

The student is guided in a study of learning and behavioral disturbances in childhood: deficits in sensory motor functions, language, auditory and visual perceptual abilities and social and emotional development. Preventative and remedial programs in movement, perception, language, and cognitive skills and amelioration of socio-emotional disturbances will be discussed. (See PSY 272.)

EDU 273 Development of Programs for Children with Specific Learning Disabilities (3)

Assessment of the characteristics and behaviors of exceptional pupils in terms of program and developmental needs. Utilization of systematic observation, academic assessment, clinical teaching, and formal assessment procedures for individualized instruction. Evaluating and reporting outcomes of a teaching-learning sequence in terms of stated objectives. Designing and utilizing pupil performance criteria to evaluate pupil learning and behavior.

EDU 274 Counseling and Guidance of Special Children (3)

Primarily a study of human relations, which provides the basis for the effective working relationships, both interpersonal and interprofessional, involving the complex situation of persons interacting with one another at all levels of the organizational social structure. The student develops the ability to relate effectively with pupils, parents, coworkers, and resource personnel; becomes sensitive to the feelings and needs of others by understanding his

or her own, develops skills of communication, and learns to appreciate and work harmoniously and effectively with all personnel, a necessary condition for the success of the concerted efforts of all members of the staff toward a common goal of promoting the learning of children. (See PSY 274.)

EDU 275 Teaching of Language Arts for the Learning Handicapped (3)

In this course, the student draws upon the knowledge and skills requisite for effective teaching of reading and language arts in the regular classroom. He/she learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching or completed before that semester.

EDU 276 Teaching of Mathematics, Science and Social Science for the Learning Handicapped (3)

In this course the student draws upon the knowledge and skills requisite for effective teaching of mathematics, science and social science in the regular classroom. He/she learns to adapt them to the learning abilities of learning handicapped children. This course may be taken concurrently with student teaching, or completed before that semester. .

EDU 277 Language and Speech Disorders (3)

A study of normal language development, together with a study of causes, characteristics, and remediation of speech disorders and defects in the handicapped child. Includes observation and evaluation of programs of speech development and therapy.

EDU 278 Supervised Teaching: Learning Handicapped (6)

Experience in all aspects of teaching the learning handicapped child: assessment, programming, instruction, management, record maintenance, evaluation of progress, and contacts with families and community.

EDU 290 Workshop (.5-3)
Experiential class focusing on a particular area of interest.

EDU 296 Masters Seminar (3)

Designed to provide opportunity for the candidate to develop competency in researching a current issue in education, analyzing its operational problem, and preparing a research project. Enrollment in EDU 296 requires approval of a project proposal. EDU 296 may be *repeated* for credit by candidates *accepted* into the Professional Administrative Services Credential Program.

EDU 298 Supervised Field Experience: Administration and Supervision (1-3)

Directed and supervised experience in the supervision of instruction and in administrative activities. A wide variety of experiences is offered to prepare the student to meet many situations in supervision and administration. Includes seminar sessions and conferences with college advisor. Approval of faculty advisor is required.

EDU 299AB Special Studies (.5-3)

Prerequisite: Graduate standing or consent of department. May be repeated for credit.

EDU 303 Introduction to Computers (1)

This course addresses issues involved in the access to, use, and control of computer based technologies in a democratic society. The primary focus of the course is the study and demonstration of basic operations, terminology, capabilities of computer-based technology, and computer applications and tools such as word processing, data bases, graphics, spreadsheets, telecommunications, networking, and program languages.

Successful completion of both EDU 303 and EDU 304 as indicated by grades of C or above meets California requirements in computer education for professional clear credentials.

EDU 304 Computer Applications for Education (1)

This course addresses issues in the access to, use, and control of computer-based technologies in a democratic society, specifically as the issues apply to educators and education in a school setting. The primary focus of this course is the study of computer applications and tools as listed in EDU 303, as these are used by teachers in

kindergarten through twelfth grades; computer-based technology assisted instruction and learning, such as simulations, demonstrations, tutorials and drill and practice; teacher utility programs, such as those for record-keeping, generating instructional materials, and managing problem-solving skills, critical thinking skills, and creative processes (K-12); and in the candidate's selected subject area and/or grade level. *Prerequisite: Successful completion, as indicated by a grade of C or above in EDU 303 or its equivalent.*

Successful completion of both EDU 303 and EDU 304 as indicated by grades of C or above meets California requirements in

computer education for professional clear credentials.

Sequencing of courses does not indicate courses offered during the Summer Session; for these courses, request the Schedule of Classes from the office of the Summer Session Director or from the Education Department. Sequencing of fall and spring term courses are subject to change. For current Schedule of Classes, contact the Registrar's Office. Courses are ordinarily offered on the Doheny Campus.

Transportation is required for courses which include observation and participation and for student teaching.

Administrative Internship Program

In cooperation with the Los Angeles Unified School District, Mount St. Mary's College offers a program of study directed toward the Preliminary Administrative Services Credential. Following are the courses in this co-sponsored program, which is restricted to candidates accepted for this specific program.

Requirements for application are the same as for other Mount St. Mary's College Administrative Services credential and degree programs, except applicants must be recommended by their current principals or appropriate administrators, and all applicants for this program must take the Miller Test of Analogies.

EDU 221 Leadership Development

(3)

A study of leadership theory and practice as related to the roles and responsibilities of educational administrators and/or supervisors. The behavior of individuals and groups in an organizational setting is considered. Topics include: group processes, decision-making, climate, communication, and conflict management.

EDU 222AB Directing the Educational Program: Curriculum and Supervision

(3,3)

A study of educational programs in schools and their supervision. Principles of curriculum development and evaluation, organization of curriculum, implementation of mandated programs, and the community's role in curriculum are considered. Study and application of competencies required for effective supervision of instruction and educational programs. Emphasized competency areas include: organization of supervisory program, strategies for supervision, staff development, and the role of supervisor as change-agent. Course is designed to prepare administrators for schools of all levels: K-12, preschool-adult. This course is taught in two sequential three-unit segments. EDU 222A focuses on curriculum; EDU 222B focuses on supervision.

EDU 223 School and Personnel Management

(3)

A course in developing skills and understanding in the use of effective techniques in administrative leadership and in development of skill in handling personnel problems, basing decisions on sound principles of personnel administration. The course is designed on the case study approach, including visitations to schools when possible, and is specifically designed to prepare for service in elementary and secondary schools.

EDU 224A Financial Aspects of Education (2)

History, principles, and problems of educational finance; district-and-site level funding and budgeting; legal and financial implications of personnel contracts and the bargaining process are studied.

EDU 224B Legal Aspects of Education (2)

A study of the legal framework of education in the United States. Significant laws, state codes, regulations, court decisions with a focus on laws relating to youth, schools, and school personnel are considered.

EDU 225A Educational Governance (2)

A study of concepts of authority, power, and influence in relation to organizational patterns of schools and districts. Considers the historical development of school organization and the respective roles of federal, state, and local government in education. Functions of school boards, district administrators, district and site counsels, as well as professional organizations and unions, are discussed.

EDU 225B Educational Governance and Special Education (2)

Organization, administration, and supervision of special education programs, especially within public school settings are studied. Includes review of current legislation and research. (This course together with EDU 222AB meets MSMC credential program requirements for Special Education for the Administrative Services Credential and for basic teaching credentials.)

EDU 226 Psychological Foundations of Education (3)

A study of psychological principles especially as related to the role of the educational administrator. Fundamentals of human relations, principles of human growth, development and learning are reviewed. Relationships and practical applications are drawn between psychological principles and administrative roles in such areas as improving the educational program, personnel management, school-community relations, and school management.

Course required for masters degree, *not* for preliminary Administrative Services Credential.

EDU 228ABC Supervised Field Experience: Educational Administration (2,1,1)

Experiences in school administration in a school setting. Students' programs of field experience are designed on an individual basis.

Additional courses required for the masters degree: EDU 200 and EDU 296.

English

The English major explores the way people communicate and how they reflect on their existence. It gives sustained training in critical thinking and writing, creative self-expression, and the perceptive reading of literature. Working from a foundation in theory and criticism of literature, students select courses in writing and literature, and may design their own independent study and directed reading courses in areas of special interest.

Because English majors get extensive experience in analyzing, solving problems, researching, organizing, studying human behavior, and above all writing and speaking with clarity and self-confidence, they have the background for a wide variety of careers. These include law, business management, journalism, public relations, teaching, public administration, and many areas of writing. Internships in the field of the student's career interest are highly recommended.

Students are encouraged to combine their English major with a second major or minor, in order to combine the liberal arts emphasis with a professional preparation. English and Business offer a double major (see below). Students interested in law are encouraged to select a second major in American Studies, Philosophy, or Political Science, and to complete the Pre-Law Program. Desirable minor programs include Business (see below), and the sequence of core courses in Public Administration (POL 185, 186, and 187).

Courses Required for a B.A. Degree in English

Preparation:

ENG 1AB	Freshman English or	(3,3)
ENG 5H	Freshman Honors English	(3)
HIS 1AB	Western Civilization	(3,3)
SPE 10	Introduction to Communication or	(2)
SPE 12	Business and Professional Communication	(1)

Requirements:

Thirty units in English, at least 24 of which are upper division, including:

ENG 73/173	Shakespeare	(3)
ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)
ENG 161/162/163	One genre course	(3)
One course in advanced writing		(3)
One course in American literature		(3)
One course in English literature before 1700		(3)

One course in English literature after 1700	(3)
Two electives chosen from English offerings	(6)
Majors must maintain at least C grades in all English courses.	

Strongly Recommended:

PHI 5	Introduction to Logic	(3)
-------	-----------------------	-----

Total units in English: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Courses Required for a B.A. Degree in English and Business Administration**English****Preparation:**

ENG 1AB	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPE 12	Business and Professional Communication	(1)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)
ENG 190 Internship	(3)

Business Administration**Lower Division Core Requirements:**

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)

MTH 38	Elements of Probability & Statistics	(3)
BUS 13	Computer Applications: Spreadsheets and Word Processing	(1)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Advanced Bus. Communications	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total units in English and Business: 61

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in English**Lower Division:**

ENG 1AB	Freshman English	(3,3)
---------	------------------	-------

Requirements:

Eighteen units in English, at least twelve of which are upper division. Strongly recommended:

ENG 181	Theory and Criticism	(3)
---------	----------------------	-----

Students interested in an English minor work out their total programs with a departmental advisor. Because of the variety of careers to which an English program may lead, the choice of courses is flexible.

ENG 1AB Freshman English (3,3)

Principles and practice of writing, with attention to critical thinking and analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. *Prerequisite: Satisfactory score on English Placement test. Completion with a grade of C or better fulfills Communication Skills requirement in writing. GS-IA*

ENG 3X Basic Writing (3)

A study of basic elements of writing including sentence structure, paragraph development, and mechanics. Does not fulfill the Communication Skills requirement in writing, nor does credit apply to the baccalaureate degree. May be repeated for ENG 3X credit. Student must obtain a C or better to qualify for ENG 10AB.

ENG 5H Freshman Honors English (3)

College writing for students accepted into the Honors Program. A study of selected masterpieces of world literature with emphasis on written analysis. Includes introduction to college-level library and research skills. *Completion with a grade of B or better fulfills Communications Skills requirements in writing.* GS-IA

ENG 10AB Written and Oral Communication (3,3)

A two-term course in the principles and practice of writing and speaking standard English. Includes informal, expository, and analytical writing, library skills, individual and group speaking experiences. Fulfills bachelor's degree Communication Skills requirement in writing (ENG 1AB). *Prerequisite: Grade of C or better in ENG 3 or a satisfactory grade on English Placement test. Completion with a grade of C or better fulfills Communication Skills requirement in writing.* GS-IA

ENG 12/112 Literary Analysis (3)

Introduction to college-level literary analysis as applied to drama, poetry, and fiction. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 15 Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. May be repeated for credit. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 16 Literature and the Human Experience (3)

Studies in the stages of human development as portrayed in classic works of Western literature with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice, faith, death and dying. May be repeated for credit. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 17 Literary Focus (3)

In-depth study of works selected by author, theme, or genre. May be repeated for credit. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 18 Studies in World Literature (3)

Study of major works in world literature, representing a variety of periods, themes, and genres. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 21 Classical Epic and Drama (3)

Reading of the *Iliad*, *Odyssey*, *Aeneid*, and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 22 The Bible as Literature (3)

Aspects of the Bible as art shaped by human artifice. Concerned with characters and their development in freedom; with literary elements such as theme, structure, voice, images, movement. *Prerequisite: ENG 1A/10A.* GS-IIIB

***ENG 24 Introduction to Film (3)**

Survey of the elements of film, film history, and criteria for critically evaluating theatrical and television films. *Prerequisite: ENG 1A/10A.*

ENG 25 Mythmaking: the Quest for Meaning (3)

An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature. *Prerequisite: ENG 1A/10A.* GS-IIIB

ENG 26 Literature of the American West (3)

Study of values and themes in American fiction and nonfiction from the perspective of a variety of cultures. *Prerequisite: ENG 1A/10A.* GS-IIIB, VI

ENG 27 Women in Quest (3)

Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. *Prerequisite: ENG 1A/10A.* GS-IIIB, VI

ENG 34 Literature for the Young Child (3)

A survey of children's literature for lower division students interested in working with young children and primary grade children. Students have experiences in sharing stories or poems with children (includes use of reading, storytelling, flannel

board activities, and puppets). Analysis of books based on literary characteristics. Includes study of artist illustrators.

ENG 54 Selected American Writers (3)

Study of selected American works which reflect themes from particular periods and regions in America. *Prerequisite: ENG 1A/10A. GS-IIIB*

ENG 56H/156H The Modern Temper (3)

An exploration of the concept of the modern, through a study of nineteenth and twentieth-century literature, with particular attention to the interfacing of literature with history, philosophy, religion, or the behavioral sciences. Recommended for upper class honors students; open to freshmen awarded Advanced Placement credit in Freshman English. **GS IIIB**

ENG 73 Shakespeare (3)

A study of selected Shakespearean plays and poetry. Because readings vary each semester, course may be repeated for credit. *Prerequisite: ENG 1A/10A. GS-IIIB*

ENG 90 Internship (1-6)

Students are placed, supervised and evaluated in a position that makes use of the communication skills developed in college English classes. May be repeated for credit up to six units.

ENG 91 Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. **GS-IIIB**

***ENG 96 Workshop** (1-3)

May be repeated for credit.

ENG 102 Structure of Modern English (3)

Introduction to varieties of contemporary linguistic theories and their application to modern American English. Includes study of the structure of the English language and the conventions of standard English, basic principles of first and second language acquisition and development, theories of language acquisition in relation to

the social context, and implications of speaking a primary language other than the "mainstream" language.

ENG 104 Expository Writing (3)

Designed for students wishing to improve their writing, this course provides review of basic skills and extensive practice in developing writing style.

ENG 105 Advanced Composition (3)

Designed to meet the particular needs of the Liberal Studies major. Assignments include academic, professional, and personal writing that enables the student to increase writing confidence and competency by exploring the English language, reviewing basic skills, and discovering one's style.

ENG 106 Creative Writing (3)

Students write fiction, poetry, and personal essays from their experiences and observations. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 107 Professional Writing (3)

An examination of the kinds of writing used in the communications media, with practice in developing newspaper, magazine, television, or radio material. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 108 The News Media (3)

A critical examination of the news media, showing how print and broadcast news organizations operate and giving extensive practice in evaluating media reporting of current stories.

ENG 123 Women's Voices in Literature (3)

Major contemporary works by women studied in the context of current critical theory. Impact of women's voices from diverse ethnic groups. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB, VI*

ENG 126 The American Experience (3)

Study of works of American literature from various periods of history and representative of the cultures and ethnic identities that make up the American heritage. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB, VI*

ENG 134 Children's Literature (3)
Wide reading of children's books, including Caldecott and Newbery awards and honor books. Multicultural emphasis spans all genres covered. Focus on appreciation of literature, as well as on literary analysis of the selections. Includes study of critics in the field and of illustrators.

ENG 143 English Literature: Beowulf to 1500 (3)

Major works of the medieval period studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor.*

ENG 144 English Literature: 1500 to 1700 (3)

Major works of the Renaissance and Restoration studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 145 American Literature: Beginnings to 1914 (3)

Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 146 American Literature: 1914 to Present (3)

Study of major works of modern America; consideration of how the literature reflects the condition of society after World War I. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 147 English Literature: 1700 to 1900 (3)

Major works of the 18th Century, Romantic and Victorian periods studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 148 Twentieth Century English and European Literature (3)

Major contemporary works studied in their historical and cultural contexts. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 154 Selected American Writers (3)

In-depth critical reading of a few American writers, selected to give insight into the literature and ideas of a significant period or

movement in American culture. May be repeated for credit. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 161 Study of the Novel (3)

Chronological reading and study of representative novels from the 18th to the 20th centuries. Emphasis on critical enjoyment and awareness of the novel's changing form. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 162 Study of Poetry (3)

Study of the development of poetry from its beginnings to the twentieth century with emphasis on critical enjoyment. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 163 Study of Drama (3)

Analysis of representative plays from major periods of theater history with emphasis on works of classical, European, English, and American playwrights; theories of interpretation are applied. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 172 Chaucer (3)

Readings in the poetry of Chaucer, principally the *Canterbury Tales* and *Troilus and Criseyde*, with reference to the minor works.

ENG 173 Shakespeare (3)

Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. GS-IIIB*

ENG 181 Theory and Criticism (3)

Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 190 Internship (1-6)

Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. *Prerequisites vary and are determined in consultation with the coordinator.*

ENG 191 Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 192 Special Studies (1-3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. **GS-IIIB**

ENG 195 English Seminar (3)

Designed to provide upper-division English majors with an opportunity for in-depth investigation into literature and ideas; culminates in a written project. English minors and other upper-division students admitted with permission of instructor.

ENG 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

English as a Second Language

Intensive basic English to assist non-native English speakers develop the communication skills essential for functioning in a college environment.

ESL 17X Beginning English as a Second Language (var.)

Study of basic communication skills with emphasis on articulation and pronunciation, vocabulary building, elementary

grammar, reading, writing and listening comprehension. 18-20 hours/week lecture and lab. Credit may apply to Associate Degree. *Credit does not apply to the baccalaureate degree.*

ESL 18X Intermediate English as a Second Language (var.)

Reading, vocabulary and writing development, oral communication, listening and notetaking skills emphasized. 16 hours/week lecture and lab. Credit may apply to Associate Degree. *Credit does not apply to the Baccalaureate Degree.*

ESL 19X Advanced English as a Second Language (var.)

Emphasis given to public speaking, advanced writing styles, syntactical review, vocabulary and reading development, listening and notetaking. 9-12 hours/week lecture and lab. Credit may apply to Associate Degree. *Credit does not apply to the Baccalaureate Degree.*

French

Departmental Affiliation: Modern Language and Literature

The Department of Modern Languages and Literature offers majors and minors in French and Spanish (for Spanish course description, see alphabetical listing). The major in French is a comprehensive program leading to a proficiency in the four basic language skills: speaking, reading, writing, and understanding. Incorporated into the program are the culture and civilization of France. Students may plan their programs with an emphasis on literary studies, language or international business.

Courses Required for a B.A. Degree in French

Lower Division:

FRE 1 & 2	Elementary French I & II or equivalent	(8)
FRE 8	Oral Comprehension and Conversation	(3)

Upper Division:

FRE 25/101	French Writing Lab	(3)
FRE 112	History and Civilization of France	(3)
FRE 133	Contemporary French Culture	(3)
FRE 134	Twentieth Century Literary Trends	(3)
FRE 191	Senior Thesis	(3)

Three additional upper division courses, for a minimum of 24 upper division units.

Total units in French: 24 upper division units

Plus general studies requirements and electives totaling 124 semester units.

The Minor in French

A. Language, Literature Emphasis

Requirements:

A minimum of 23 units to include:

FRE 1 & 2	Elementary French I & II	(8)
FRE 8	Oral Comprehension and Conversation	(3)
FRE 25/101	French Writing Lab	(3)

B. International Business Emphasis

Requirements:

A minimum of 23 units to include:

FRE 1 & 2	Elementary French I & II	(8)
FRE 133	Contemporary French Life and Thought	(3)
FRE 190AB	Internships	(3,3)

FRE 1 Elementary French I (4)

Develops fundamental skills: speaking, reading, understanding and writing. Emphasis on speaking and grammar. GS-IV

FRE 2 Elementary French II (4)

Further improves all four language skills stressing reading and writing, and vocabulary building. *Prerequisite: FRE 1. GS-IV*

FRE 8 Oral Comprehension and Conversation (3)

Intensive practice in oral communication, both formal and spontaneous. Emphasis on vocabulary building and the acquisition of idiomatic speech patterns. *Prerequisite: FRE 2 or equivalent.*

FRE 9 Intermediate French Readings (3)

A variety of texts, literary and journalistic from an array of Francophone cultures will be read and discussed to improve fluency in reading and conversation skills and to underline cultural variances. *Prerequisite: FRE 2 or equivalent. GS-IV, VI*

FRE 25 Writing, Composition and Grammar (3)

The emphasis is on writing and composition skills with intensive review of verbs and grammatical structures. *Prerequisite: FRE 2 or instructor's consent. GS-IV*

FRE 33AB French Culture and Civilization (3,3)

A comprehensive approach, both historical and thematic, to a better understanding of French culture today. Highlights of major social and historical developments and of literary and artistic movements. These courses are given in English only through the Weekend College. GS-IV

FRE 101 French Writing Lab (3)

Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns and style. Exercises in rhetoric, in creative and other forms of writing. *Prerequisite: FRE 25 or instructor's consent.*

FRE 112 History and Civilization of France (3)

A background course designed to provide the framework for the major socio-political and cultural developments up to modern time. *Prerequisite: FRE 8 or instructor's consent.*

FRE 124 Survey of French Literature I (3)

A study of the major works of the Middle Ages, the 16th and 17th century, as an expression of the life, thought and attitudes of the times. *Prerequisite: FRE 112 or instructor's consent.*

FRE 126 Survey of French Literature II (3)

An analysis of the great intellectual currents of the 18th and 19th century as revealed by the major literary figures of that period. *Prerequisite: FRE 112 or instructor's consent.*

FRE 133 Contemporary French and Thought (3)

An analysis of contemporary France: its government, its role in the European Community, its social institutions and value systems, its leading cultural trends. *Prerequisite: FRE 132 or instructor's consent. GS-IV*

FRE 134 Twentieth Century Literary Trends (3)

Intensive study of contemporary poetry, theater, and novel with analysis and interpretation of selected works; texts from other Francophone cultures will be evaluated in terms of their impact on mainstream French literature. *Prerequisite: FRE 133 or instructor's consent. GS-VI*

FRE 152 French Conversation and Phonetics (3)

An interactive course designed to improve fluency, perfecting pronunciation and intonation. Class discussions of a wide variety of subjects related to the culture of France and other Francophone nations around the world. *Prerequisite: FRE 8 or instructor's consent.*

FRE 190AB Internship (3,3)

Internship/cooperative experience programs in areas related to French and international business.

FRE 191 Senior Thesis (3)

French majors must complete a senior thesis in literature under the direction of a department member. They enroll in FRE 191, *Senior Thesis during the term in which they complete the work.*

FRE 194 Study/Travel (1-6)
Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

FRE 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

FRE 198AB Directed Readings (3,3)
Directed readings selected from authors representative of significant literary periods.

FRE 199AB Independent Studies (1-3,1-3)
Directed research. For qualified students with the approval of the department.

Gerontology

Department Affiliation: Sociology

The major in Gerontology emphasizes the exploration of behavioral development over the entire life span. Special focus is placed on the biological, sociological and psychological aspects of aging in American society.

Courses Required for a B.A. Degree in Gerontology

Lower Division:

BIO 150	Biology of Aging	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
PSY 1	General Psychology	(3)
SOC 5	Sociological Perspectives	(3)

Upper Division:

BIO 150	Biology of Aging	(3)
HSP 195	Gerontology Internship	(3)
HSP 196	Thanatology Seminar	(3)
PHI 168B	Bioethics	(3)
or		
RST 149	Biomedical Issues and Christian Ethics	(3)
PSY 128	Psychology of Aging	(3)
SOC 104	The Family	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 189	Sociology of Aging	(3)

Plus any two courses from the recommended list below.

Recommendations:

MTH 38	Elements of Probability and Statistics	(3)
PSY 125	Introduction to Counseling	(3)
PSY 132	Personality	(3)
PSY 133	Psychology of Disability and Adjustment	(3)
PSY 135	Group Dynamics	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)
RST 178	Death and Afterlife	(3)
SOC 190	Social Change	(3)

Total units in Gerontology: 39

Plus general studies requirements and electives totaling 124 semester units, including modern language requirement.

The Minor in Gerontology

A minimum of seven courses in gerontology, including:

SOC 4	The Family	(3)
SOC 189	Sociology of Aging	(3)
HSP 196	Thanatology Seminar	(3)

Certificate in Gerontology

Required Courses:

HSP 10	Basic Concepts in Human Physiology, Psychology, and Sociology	(1,1,1)
BIO 150	Biology of Aging	(3)
HSP 196	Thanatology Seminar	(3)
PSY 128	Psychology of Aging	(3)
SOC 189	Sociology of Aging	(3)
	or	
HSP 194	The Concepts and Issues of Aging	(3)

Plus any three courses from the recommended list below.

Recommendations: (Select three courses from below)

PSY 125	Introduction to Counseling	(3)
PSY 133	Psychology of Disability and Adjustment	(3)
RST 149	Biomedical Issues and Christian Ethics	(3)
SOC 104	The Family	(3)
SOC 128	Introduction to Social Work	(3)
PSY 106	Experimental Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Total units in Gerontology: 21

History

Division Affiliation: Social Science

The student who majors in history examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in history, political science, and public administration.

It is possible to have history and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major a specialized study of the character and developing trends of American society.

Courses Required for a B.A. Degree in History

Lower Division:

HIS 1AB	Western Civilization	(3,3)
POL 10	Political Concepts	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	(3)
---------	---------------------------------------	-----

Total units in History: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in History

A minimum of six courses including:

HIS 1AB	Western Civilization	(3,3)
HIS 101	Historical Methods and Historiography	(3)

Total units in History: 18

HIS 1AB Western Civilization (3,3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. GS-IIIC

***HIS 25 Cultural and Historical Geography (3)**

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences. GS-IIIC, VI

HIS 26 World Political History (3)

See POL 2. GS-IIIC, VI

HIS 27 U. S. History and Institutions for Foreign Students (3)

The constitutional problems of the American Revolution, the founding of the American Republic, the later crises brought on

HIS 5H European Leaders and Ideas in Ferment and Flux (3)

A study of the major people and forces which shaped European culture and institutions from the mid-19th century to the present. GS-IIIC

by sectionalism and slavery, the socio-economic implications of these crises, the evolution of the presidency since 1900, the changing relationships of the federal government to the economy, and the growth of executive power. Limited to foreign students. GS-IIIC

HIS 50 History and Cultures of the Eastern Tradition (3)

An introductory course on the historical, cultural, and social development of Eastern civilizations from prehistory to 1500 A. D. It will explore South and East Asia
GS-IIIC

HIS 75 Contemporary America (3)

American life since 1945; national and international problems, the place of the United States in world affairs, and the changing mores of American society. GS-IIIC, IIIG

***HIS 93ABCD Studies in Selected Historical Problems/ Topics (3,3,3,3)**

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. GS-IIIC, VI

HIS 101 Historical Methods and Historiography (3)

An examination of modern research and writing methods emphasizing needed skills in preparing research papers. Evaluation of the most significant historians and historical works. Required for history majors.

HIS 112/112H Economic History of Europe (3)

This course will offer a unified explanation for the growth of Western Europe from A. D. 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights and wage labor. See also ECO 112H.

HIS 114 History of Social Thought (3)

See SOC 165.

HIS 115AB History of Political Theory (3,3)

See POL 117AB. GS-IIIC

HIS 116 Classical Civilization (3)

The development of ancient Greece from the Bronze Age through the Hellenistic Ages. The rise of Rome, its rule of the Mediterranean, and its role as transmitter of the Greek heritage. GS-IIIC

HIS 118 Popes, Councils, Dogma, Dissent (3)

An examination of the major issues and controversies in the Catholic Church through the centuries with special emphasis on the early Church, high Middle Ages, Reformation, as well as Vatican I and Vatican II. (Formerly listed as HIS 12.) May be taken for lower division credit. GS-IIIC

HIS 121 The Early Medieval World (3)

Heirs of the Roman Empire, Byzantium, Western Europe, and Islam, Carolingian Europe and new invasions; feudalism; territorial, economic, and religious frontiers.

HIS 122 Europe: Knights, Monks, Monarchs, and Merchants (3)

The high Middle Ages; Church and State; rise of the feudal monarchies; the dynamics of medieval culture as reflected in literature, art, education, law, science, and philosophy. May be taken for lower division credit.

HIS 124 History of the Middle East (3)

An examination of the development of major Islamic civilizations to the emergence of the contemporary nation states. Emphasis on the origins of the Turkish-Christian and Arab-Jewish conflicts.

HIS 141 Europe: The Age of Transition (3)

An examination of the transition from medieval to early modern European society with emphasis on theological, humanistic, and cultural achievements.

HIS 142 Europe: Politics and Theology in the Age of Reformation (3)

An examination of the currents and influences of religious disunity, the Reformation, dynastic wars, and the counter-Reformation. May be taken for Religious Studies credit. May be taken for lower division credit. GS-IIIC

HIS 143 Europe: The Old Regime and the Enlightenment, 1660-1789 (3)

The European search for security and the effort to reconcile the Old Regime with the New Science of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world. GS-IIIC

HIS 146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)

A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to the political, social, and cultural trends of this period.

HIS 147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)

The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period. GS-IIIC

HIS 150 An Introduction to Asian History (3)

An overview of the geographical relationships, social organizations, historical development, thought patterns, political evolution, and the development of the modern state. GS-IIIC

HIS 151 Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry and foreign relations from 1600 to 1952. (See POL 152A.) GS-IIIC

HIS 152 Advanced Studies in the History of Modern China (3)

An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-sen, Mao Tse Tung and others will provide insights into the evolution of the Chinese State. (See POL 152B.) GS-IIIC

HIS 162AB History and Civilization of Latin America (3,3)**A. Latin American Civilization.**

A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world.

B. Latin American Nations.

A study of selected major nations of topical interest and of the role of the revolution, military dictatorship, and reform as vehicles of modernization. May be repeated with the consent of the instructor. GS-VI

HIS 165AB History of the Spanish-Speaking Peoples of the United States (3,3)**A. Latin American Culture.**

A survey of the indigenous civilizations, the influence of Spain and of the modern impact of the United States, with stress on the social and cultural changes in Mexico which have caused migration northward. Reference to the history of other nations which have representation in Southern California.

B. The Spanish-Speaking Peoples in the United States.

A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California.

HIS 171 U.S.: Revolutionaries and Constitutionalists (3)

The American Revolution, Confederation, and union under the Constitution; the social, economic, and cultural development of the United States to 1800. GS-IIIC

HIS 173 U. S. Civil War and Reconstruction Era (3)

Concentration on the causes underlying the outbreak of the conflict between the North and South; the formation of the Confederate States; the war years; reconstruction and its effect on American civilization. **GS-IIIC**

HIS 178 Diplomatic History of the United States (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems. **GS-IIIG**

HIS 179 Constitutional History of the United States (3)

The evolution of the fundamental characteristics and trends in American Constitutional development with emphasis on contemporary problems. Consent of instructor necessary for non-majors and non-minors. See POL 108. **GS-II, IIIC, IIIG**

HIS 180 Current Constitutional History (3)

Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Also includes examination of both substantive and procedural due process. See POL 109. **GS-II, IIIC, IIIG**

HIS 181 Modern Presidential History (3)

A study of 20th Century presidents and how their personalities and styles of leadership influenced political trends. A comparative analysis of crises and leaders will be the major emphasis. **GS-IIIC**

HIS 188 California History (3)

The social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods. See POL 179. **GS-IIIG**

HIS 190 History of Women in the Americas (3)

A comparison of the social and political development of women in both North and South America. Diverse cultural points of view will be emphasized throughout the course. **GS-IIIC**

HIS 193ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules. **GS-IIIC**

HIS 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

HIS 197ABC Readings in Historical Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. Limited to majors in history.

Human Services Program

The Human Services Program is designed to reflect opportunities for career development particularly suited to today's needs. It combines professional skills with a philosophy of concern. Based in a liberal arts setting, the program provides a broad view of human needs and teaches students how to respond with compassion. Courses enable graduates to work successfully in growing, vitally needed and people-related professions offering interaction with others and excellent chances for advancement. Within the Human Services Program the following options, listed alphabetically in this catalog, are available:

A.A. degree in Physical Therapist Assistant

B.A. degree in Gerontology

B.S. degree in Pre-Physical Therapy

HSP 10 Basic Concepts in Human Physiology, Psychology, and Sociology (1,1,1)

Examines introductory concepts and basic vocabulary in human physiology, general psychology, and sociological perspectives. One unit of credit may be earned by attending one of the modules and passing an exam in that particular area of study. GS-IIIF

HSP 49 Multicultural and Multiethnic Issues for Urban Health Care Professionals (3)

A survey of ethnic and cultural factors which are likely to impinge on the work of a variety of health care professionals. Topics will include nature of and access to city, county and state health care resources, ethnic, linguistic and attitudinal factors in the delivery and receipt of health care services, cross cultural interviewing and crisis techniques, and multicultural views of illness, pain, helping and dying. GS-VI

HSP 94 Topics in Aging (3)

An examination of the current issues and trends operative in society today with an emphasis on their effects on the quality of life of the aging American.

HSP 110 Health Services Internship (3)

Work experiences in health-care facility in coordination with student's health administration interests. Students increase their applied knowledge and understanding of management of health-care institutions by analyzing and evaluating their experiences

at seminar sessions with fellow students and the coordinator of health services faculty.

HSP 111 Management of Health Services (3)

Study of special problems which a manager encounters in the administration of health services programs. Business methods of hospital administration, management of physical therapy, respiratory therapy, and nursing departments, administration of nursing-care facilities. *Prerequisite: This course is open only to Health Services Administration, Nursing, and Business majors unless written consent of the department chairperson is obtained.*

HSP 194 The Concepts and Issues of Aging (3)

An exploration of the current issues and trends today in the study of aging. It includes myths and realities of aging, role changes, particularly from work to retirement, family characteristics, financial resources and services programs. Emphasis is on the quality of life of the aging American.

HSP 195 Gerontology Internship (3)

Supervised experience in one or more community agencies serving older adults. Course includes meetings with advisor to integrate experience with theory.

HSP 196 Thanatology Seminar (3)

A multi-discipline approach to death and dying. Some foci will be literary themes and philosophical and religious questions which deal with personal and cultural attitudes toward death and the biological aspects of the dying process.

Journalism

Departmental Affiliation: English

JRN 1 Basic News Writing (3)
Introduction to the basic skills of reporting and news writing. Intensive writing practice. Overview of print and broadcast journalism.

JRN 2 Advanced Reporting and News Writing (3)
Reporting techniques and intensive experience in identifying news sources, interviewing, researching, and constructing the

story. Practice in a variety of types of journalistic writing. Emphasis on journalism ethics and law. *Prerequisite: JRN 1 or equivalent.*

JRN 96/196 Workshop (1-3)
May be repeated for credit.

JRN 90/190 Internship (1-3)
May be repeated for credit.

Liberal Arts

(A.A. Degree)

The Associate in Arts degree with a specialization in Liberal Arts is designed for the student who wishes to explore various disciplines and have a wide variety of experiences. At the completion of the Associate in Arts program, the student may pursue a major leading to a baccalaureate degree in her chosen field and/or she may enter a career which utilizes the benefits from her interdisciplinary program. For transfer to the baccalaureate program on the Chalon campus, the student should consult her advisor regarding General Studies requirements. Requirements for admission into the Liberal Arts program are the same as those for admission into the Associate Degree program.

The Liberal Arts Program requirements include:

English 1/10AB	(3,3)
Outreach	(1)
Freshman Orientation	(1)
Art or Music	(3)
Literature	(3)
Religious Studies	(6)
Second Language	(8)
Mathematics	(3)
Science	(3)
Psychology	(3)
Sociology	(3)
History / Political Science	(3)
Philosophy	(3)

A 3-unit history class in a non-Western focus and a 3-unit course in Contemporary U.S. History or Political Science are recommended.

The student must complete all Liberal Arts requirements with a grade of C or better.

Total units in the Liberal Arts Program: 44

Plus additional General Studies requirements and electives totaling 60 semester units.

The B.A. Degree with a Major in Liberal Arts

(Offered through Weekend College)

Departmental Affiliation: English

The liberal arts major allows the study of human beings and societies from the multiple perspectives of the humanities and the social sciences. By means of this interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the general studies curriculum, students select courses for their major which will further their examination of human beings and societies through the lenses of at least two disciplines in the humanities and two in the social sciences. This focusing of perspectives allows the student to illuminate chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

The liberal arts major provides a solid background for graduate work in law, public administration, and most fields in the humanities and social sciences. Students who wish to develop a strong professional specialization are encouraged to combine the major with a minor, such as business administration.

Requirements:

A minimum of thirty units in liberal arts offerings, of which twenty-four must be upper division. A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

art	music
language	philosophy
literature	religious studies

and a minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

anthropology	political science
economics	psychology
history	sociology

Total Units in Liberal Arts: 30

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement of two courses in modern language or culture.

Liberal Studies

The liberal studies major is an integrative program of study designed for, but not limited to, students seeking the Multiple Subjects Credential authorizing them to teach in California elementary schools. This program of academic preparation is approved by the California Commission on Teacher Credentialing. Students interested in professional careers other than education may also wish to consider this undergraduate program. To be eligible for review for acceptance into the liberal studies major, applicants must have achieved a minimum grade point average of 2.5 (C+) in high school and in any previous college coursework.

At Mount St. Mary's College the liberal studies major is offered through the Education Department.

Liberal Studies Major Requirements

All courses taken as part of the major must be approved by the Liberal Studies advisor as indicated by the advisor's signature on the registration form.

Language

9 units in composition (e.g., ENG 10A and 10B; ENG 1A and 1B; ENG 5H and ENG 105)

One course in speech (e.g., SPE 10) and 3 units in linguistics (e.g., ENG 102)
Courses in language other than English to meet Mount St. Mary's College modern language requirements (see pp. 61 & 64 in this catalog)

One course in children's literature (ENG 34 or 134); 3 units in American literature or other advisor-approved course (minimum requirement; additional units recommended, e.g., ENG 146)

Mathematics and Science

6 units in mathematics (e.g., MTH 50 and 51) (Prerequisite for enrollment: completion of high school algebra and geometry with a grade of C or above. Students with more math background are encouraged to take MTH 1 and 3A)

3 units in computer (MTH 9 recommended)

3 units in biological science (must include a laboratory, e.g., BIO 5)

3 units in physical science, including space and earth science (e.g., PHS 2)

3 elective units in science (BIO 10 recommended)

Social Science and History

3 units in U.S. history and government (e.g., HIS 75, 78, or POL 1. Candidates for the California teaching credential must complete 2 units of the U.S. Constitution)

6 units in world history (e.g., HIS 1A or 1B; HIS 150)

3 units in geography (e.g., HIS 25)

3 units in economics or in a course which focuses on economics (e.g., ECO 1 or HIS 113)

6 units in anthropology, psychology and sociology (e.g., PSY 1; SOC 5; PSY 102 or 146. Courses from two disciplines are required)

In the area of social sciences and history:

- 1) one course must include an international dimension
- 2) one course must include a study of cultures other than western
- 3) at least two courses must be offered by the History department
- 4) at least one course must include an introduction to or the study of a culture or cultures other than one's own

Humanities

15 units are required to meet general studies requirements at Mount St. Mary's College. For inclusion in the major, one course in Religious Studies must be RST 61. Other acceptable courses for the major include PHI 5 (recommended), PHI 134, PHI 168A, 174, or 176. Courses may count for general studies and inclusion in the Liberal Studies Major.

Fine Arts

4 units in art (ART 3, 5, or ART 173 and 145 or EDU 33)
4 units in music (MUS 6/106 or 116 and MUS 130 or EDU 33)
1 unit in the visual and performing arts (e.g., INT 194A)

Physical and Health Education

4 units in physical and health education (BIO 10 recommended, or BIO 112 and PED 100)

Human Development

3 to 6 units in human development (PSY 113 or PSY 12 and 134)

Education

The following courses in education facilitate an integrative program of study and meet the field experience requirements for the Liberal Studies major for students planning to apply for the Multiple Subject Teaching Credential:

EDU 100	Introduction to Liberal Studies	(1)
EDU 101	Seminar in the Concentration:	
	Liberal Studies Major	(.5)
EDU 102	Integrative Seminar in Liberal Studies	(.5)
EDU 105A	Classroom Instruction and Management	(3)

Concentrations

Candidates for the Liberal Studies Major must also complete a concentration in an area such as English, mathematics, social science, human development (psychology). The concentration consists of 12 units of study which are coherently related to each other with an integrative theme and are ordinarily *upper division units*.

Concentrations offered as part of the Liberal Studies Major which have been approved by the Commission on Teacher Credentialing include:

ART: ART 1, 4, 145, 164A, 166A, 171. Choice of ART 170 or 171; choice of ART 190 or ART 191 or ART 199. Candidates interested in this concentration should contact the Art Department due to the cyclic scheduling of upper division courses.

ENGLISH: ENG 102 and choice of one or two of the following: ENG 105, ENG 106, or ENG 107.

Choice of two or three of the following: ENG 134, ENG 145, ENG 146, ENG 161, ENG 162, ENG 163, or ENG 181.

GENERAL SCIENCE: PHY 1A, CHE 1A, BIO 1A

MATHEMATICS: MTH 3 AB, 4 AB

MUSIC: MUS 1 AB, MUS 125, MUS 139, MUS 140 (one additional unit is required.)

PHYSICAL SCIENCE: PHY 1A, CHE 1A, CHE 1B.

SOCIAL SCIENCE: HIS 178, 188, 115A or B, HIS 179. (Candidates interested in this concentration should contact the Department of History and Political Science because of the irregular offering of HIS 188)

Other examples of concentrations will be discussed with students in EDU 100.

Mathematics

Departmental Affiliation: Physical Sciences and Mathematics

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major can also serve as preparation for work in mathematically-based fields such as the computer sciences or statistics, for secondary teaching, for business, or for graduate study.

Courses Required for a B.A. Degree in Mathematics

Computer Science Emphasis

Division:

MTH 3AB	Calculus IA/IB	(4,4)
MTH 4AB	Calculus II	(3,3)
MTH 9H	Introduction to Computer Processes (Honors)	(3)
MTH 20	Programming	(3)
MTH 25	The UNIX Environment	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1, College Algebra, before MTH 3A.

Upper Division:

MTH 101	Topics in Geometry	(3)
MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 140	History of Mathematics	(1)

Nine units from:

MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure of Programming Languages	(3)

Total units in Mathematics: 48

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Computer Programming

Lower Division:

MTH 3AB	Calculus IA/IB	(4,4)
MTH 4A	Calculus II	(3)
MTH 9H (or 9)	Introduction to Computer Processes	(3)
MTH 20	Programming	(3)
MTH 25	The UNIX Environment	(3)

Upper Division:

Two upper division courses chosen in consultation with the student's adviser from the following:

MTH 113	Probability and Statistics	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure and Comparison of Programming Languages	(3)

The Minor in Mathematics

A minimum of eight courses including the following:

MTH 3AB	Calculus IA/IB	(4,4)
MTH 4AB	Calculus II	(3,3)
and		
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)

Two additional upper division courses chosen in consultation with the department.

(6)

Introduction to Computer Programming

Students who want an introduction to the computer should take some or all of the following courses:

MTH 9H (or 9)	Introduction to Computer Processes	(3)
MTH 20	Programming	(3)
MTH 25	The UNIX Environment	(3)
MTH 135	Structure and Comparison of Programming Languages	(3)

MTH 1 College Algebra and Trigonometry (4)

Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions, and their graphs; De Moivre's theorem. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-II, IIIE*

MTH 2X Fundamentals of Algebra (3)

Fundamentals of algebra: real numbers and their properties, exponents and radicals, fundamental operations, polynomials, factoring, rational expressions, linear and quadratic equations and inequalities, systems of equations. Self-paced course; meets four hours per week. *Credit does not apply to the baccalaureate degree.*

MTH 3A Calculus IA (4)

Differential calculus of elementary and transcendental functions with associated analytic geometry; techniques and applications. *Prerequisite: Three to four years of high school mathematics including trigonometry and satisfactory score on Mathematics Placement Examination or grade of C- or better in MTH 1. GS-II, IIIE*

MTH 3B Calculus IB (4)

Integral calculus of one variable; techniques and applications. *Prerequisite: Grade of C- or better in MTH 3A. GS-II, IIIE*

MTH 4AB Calculus II (3,3)

Improper integrals, polar and spherical coordinates with applications, series, multi-variable calculus, elementary vector calculus. *Prerequisite for MTH 4A: Grade of C or higher in MTH 3B or consent of instructor. Prerequisite for MTH 4B: Grade of C or higher in MTH 4A or consent of instructor.*

MTH 5 Computer Fundamentals (3)

Introduction to the computer, its function and use in society; word processing, spreadsheets, and data processing; introduction to BASIC programming. Examples will be oriented towards the needs of students majoring in the Humanities. **GS-II**

MTH 9 Introduction to Computer Processes (3)

Descriptions of the computer and its logical structure and functioning; survey of the use of computers in society; programming using the BASIC language, including loops, subscripted variables, functions and string manipulation. Introduction to text editing, formatting, and spreadsheets using the UNIX operating system. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-II, IIIE*

MTH 9H Introduction to Computer Processes: Honors Section (3)

An introduction to computer processes: description of the computer and its logical structure; the data processing cycle in a UNIX environment. Word processing and spreadsheets; number systems; syntax of the FORTRAN 77 language and a brief description of the language BASIC. *Open only to students admitted to the Honors Program. GS-II, IIIE*

MTH 10 Mathematical Ideas (3)

Ideas in mathematics chosen to illustrate the mathematical way of thinking and to acquaint liberal arts students with mathematics as an art and science. Topics include inductive reasoning, sequences, functions, transformations, probability and statistics. This course does not meet minimum teaching credential requirements, but is highly recommended. **GE-II, IIIE**

MTH 20 Programming (3)

Intermediate level programming methods including data file manipulations, with special emphasis on application to classical numerical techniques. Applications in science, mathematics, and business. This course is language-free and permits a background in any programming language. *Prerequisite: MTH 9 and MTH 3A or concurrent enrollment in MTH 3A or consent of the instructor. GS-II, IIIE*

MTH 25/125 The UNIX Environment (3)

Basic UNIX commands, the UNIX file system, pipes, filters, shell procedures, reading of binary files and programming de-bugging aids. *Prerequisite: MTH 9 or 9H, MTH 20 and familiarity with a compiled programming language; MTH 3A is highly recommended.*

**MTH 28 Mathematical Analysis
for Business (3)**

Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-IIIIE*

MTH 30 Calculus for Business (3)

Introduction to the differential and integral calculus of elementary functions and analytic geometry. Applications of the methods of calculus to business and economic problems. *Prerequisite: Satisfactory score on Mathematics Placement Examination or a grade of C or better in MTH 1 or a grade of B or better in MTH 28.*

**MTH 38 Elements of Probability
and Statistics (3)**

Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-II, IIIIE*

**MTH 38H Elements of Probability
and Statistics (3)**

Topics in probability and statistics including measures of central tendency and spread, elementary probability theory, properties of distributions, estimation, confidence intervals, hypothesis testing, linear correlations and regression. An algebra-based course intended primarily for non-mathematics majors. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. Open only to students admitted to the honors program. GS-II, IIIIE*

**MTH 50 Elementary Number
Systems (3)**

Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory, modular systems, problem-solving processes, ratio, proportion, percentage, simple examples of the use of the computer in elementary schools. This course is intended primarily for Liberal Studies Majors. Can be taken for professional credit. *Prerequisite: high school algebra and geometry with a grade of C or better. GS-II, IIIIE*

**MTH 51 Elements of Geometry and
Statistics (3)**

Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions, elements of probability and statistics. This course is intended primarily for Liberal Studies Majors. Can be taken for professional credit. *Prerequisite: high school algebra and geometry with a grade of C or higher. GS-IIIE*

**MTH 99/199 Special Studies in
Mathematics (1-3)**

Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor.*

Any upper division Math course will require a minimum grade of C in prerequisite courses.

MTH 101 Topics in Geometry (3)

A brief treatment of the axiomatic foundations of Euclidean and non-Euclidean geometry. An introduction to differential geometry. *Prerequisite: MTH 4B.*

MTH 102 Advanced Calculus (3)

Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. *Prerequisite: MTH 4B.*

MTH 103 Linear Algebra (3)

Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. *Prerequisite: MTH 3B.*

MTH 104 Number Theory (3)

The division algorithm, different bases, g.c.d. and l. c.m., the equation $ax + by = n$, the fundamental theorem of arithmetic; properties of congruence, reduced residue systems, Euler phi-function, simultaneous congruences; polynomial congruences, primitive roots, indices, the law of quadratic reciprocity, finite and infinite continued fractions, some computer applications in elementary number theory. *Prerequisite: MTH 4A or consent of instructor.*

MTH 105 Complex Analysis (3)

Complex numbers and functions, analytic functions, integration, conformal mapping. *Prerequisite: MTH 4B.*

MTH 111 Abstract Algebra (3)
Numbers and number systems, groups, rings; fields; homomorphism and isomorphism theorems. *Prerequisite: MTH 4B or consent of instructor.*

MTH 113 Probability and Statistics (3)
Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. *Prerequisite: MTH 4B or consent of instructor.*

MTH 119 Differential Equations (3)
Linear equations, series solutions, Laplace transforms, numerical methods, existence and uniqueness of solutions. *Prerequisite: MTH 4B.*

MTH 120 Discrete Mathematics (3)
Set theory, formal languages, relations and functions, logical inferences, elementary combinatorics, graphs, trees, and digraphs. *Prerequisite: MTH 4B*

MTH 128AB Numerical Analysis (3,3)
Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of

real and complex roots of polynomials; cubic splines; numerical treatment of partial differential equations. *Prerequisites: MTH 4B, MTH 20.*

MTH 135 Structure and Comparison of Programming Languages (3)
Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages. Language design. Programming projects in various languages. *Prerequisites: MTH 4A, MTH 20, or consent of instructor.*

MTH 140 History of Mathematics (1)
History of mathematics from antiquity to the mid 20th century. This is an independent studies course. *Prerequisites: MTH 4B, MTH 103, and demonstrated mathematical maturity.*

MTH 190 Internship (1-3)
An intensive work study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. This must be approved by the department chairperson.

MTH 195H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

Music

The music major is a program combining individual instruction, solo and ensemble performance, with classroom study, discussions and lectures, all carefully designed to provide a wide range of musical learning and experience.

Two degrees are offered. The B.A. degree offers preparation in music for students desiring a broad knowledge of music for teaching, research, performance, personal enjoyment, or cultural development. The total curriculum includes two-thirds of the studies in the liberal arts, and one-third in music.

The B. M. degree is a thorough basic preparation for students intending a career which can include performing as soloist or in ensemble, conducting, composing, teaching, or ministering with music. The total curriculum includes one-third of the studies in the liberal arts, and two-thirds in music.

In addition, the Music Department offers a Music Ministry Certificate program for persons wishing to pursue music leadership roles in parishes. Essentially a two year program, it serves as the basis for baccalaureate degree, should the student wish to complete such a degree.

The music minor is available to interested students by completing at least 21 units as indicated. Students interested in music as an elective may participate in various offerings of the Music Department including performance classes, individual instruction, or in the study of music as an art.

The Music Department also offers a Music Concentration for the Liberal Studies Major.

Requirements for Admission as a Music Major or Minor:

1. Audition showing potential in the field of performance.
2. Theory examination for placement purposes.
3. Interview with designated department personnel.
4. Recommendations which indicate potential for music.

Courses Required for a B.A. Degree in Music

Performance Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Literature Repertoire	(.5,.5)
MUS 11	Functional Keyboard Skills	(1)
	Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	
MUS 15	Applied Music — every semester	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)

MUS 105	Music Literature Repertoire	(.5,.5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting or	(2)
MUS 140A	Choral Techniques	(2)

Requirements:

MUS 115	Applied Music — every semester. Half-length recital	
MUS 151	Pedagogy	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 42

Plus general studies requirements and electives totaling 124 units, including modern language requirement.

The B.A. Degree with a Major in Music**Music Theory Emphasis***Core Courses:*

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 5	Music Literature Repertoire	(.5,.5)
MUS 11	Functional Keyboard Skills	(1)
.	Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	
MUS 15	Applied Music — At least one unit every semester	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Literature Repertoire	(.5,.5)
MUS 133A	Music Analysis	(2)
MUS 139	Instrumental Conducting	(2)
	or	
MUS 140A	Choral Techniques	(2)

Requirements:

MUS 2CD	Musicianship II	(3,1)
MUS 115	Applied Music — At least one unit every semester	
MUS 134	Orchestration	(2)
MUS 136	Technique of Arranging	(2)

For the special needs of the individual, the department may substitute other courses for these music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: approximately 42

Plus general studies requirements and electives totaling 124 units, including modern language requirement.

The Bachelor of Music Degree

Church Music Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 11	Functional Keyboard Skills Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	(1)
MUS 15	Applied Music — each term	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141, 142 143	History and Literature of Music.	(3,3)

Requirements:

MUS 10	Music and Worship	(2)
MUS 115	Applied Music — each term	
MUS 112	Music Ministry	(3)
MUS 136	Technique of Arranging	(2)
MUS 146D	Special Project in Music	(3)
	At least two semesters of a second instrument or voice.	
MUS 190	Workshop Internship or Recital	(1,1) (1)

Strongly recommended:

MUS 147A Seminar in Music Education (2)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 81

Plus general studies requirements and electives totaling 124 semester units.

The Bachelor of Music Degree**Music Education Emphasis****Core Courses:**

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 11	Functional Keyboard Skills Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	(1)
MUS 15	Applied Music – each term	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141, 142 143	History and Literature of Music.	(3,3)

Requirements:

MUS 4	Guitar Class*	(1)
MUS 7	Voice Class**	(1)
MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)
MUS 29	String Instruments	(1)
MUS 115	Applied Music: each term	
MUS 116	Music of World Cultures	(3)
MUS 136	Technique of Arranging	(2)
MUS 147A	Seminar in Music Education	(2)

MUS 147B	Seminar in Music Education	
	or	
MUS 147C	Seminar in Music Education	(3)

*If no previous experience with fretted instruments. Every student must pass a proficiency examination in this area.

**If voice is not principal instrument. Every student must pass a proficiency test in voice if this is not his or her principal instrument.

Strongly recommended:

MUS 10	Music and Worship	(2)
--------	-------------------	-----

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 81

Plus general studies requirements and electives totaling 124 semester units.
Students planning to apply for a California credential, please see Teacher Credential Programs in the Education section of the catalog.

The Bachelor of Music Degree

Performance Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 11	Functional Keyboard Skills Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	(1)
MUS 15	Applied Music — each term	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141, 142, 143	History and Literature of Music.	(3,3)

Requirements:

MUS 115	Applied Music – 3 units each term	
MUS 122	Performance Practices	(2)
MUS 146A	Special Projects in Music or	
MUS 146B	Special Projects in Music	(3)
MUS 151	Pedagogy	(2)

Voice students study two languages. One course in diction is recommended.

Half-length junior recital

Full-length senior recital

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in Music: 81

Plus general studies requirements and electives totaling 124 semester units.

The Bachelor of Music Degree

Theory and Composition Emphasis

Core Courses:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 5	Music Literature (2 semesters)	(.5,.5)
MUS 11	Functional Keyboard Skills	(1)
	Every student must pass the piano proficiency examination before graduation. Only three units may be taken for credit.	
MUS 15	Applied Music – each term	
MUS 24AB	Surveys of the History and Literature of Music	(3,3)
MUS 105	Music Literature Repertoire (2 semesters)	(.5,.5)
MUS 132	Counterpoint	(2)
MUS 133AB	Music Analysis	(2,2)
MUS 134	Orchestration	(2)
MUS 139	Instrumental Conducting	(2)
MUS 140A	Choral Techniques	(2)
MUS 141, 142, 143	History and Literature of Music	(3,3)

Requirements:

MUS 26	Brass Instruments	(1)
MUS 27	Woodwind Instruments	(1)
MUS 28	Percussion Instruments	(1)

MUS 29	String Instruments	(1)
MUS 115	Applied Music – 3 units each term	
MUS 135	Composition each term plus recital	(2,2,2,2)
MUS 136	Technique of Arranging	(2)
MUS 146N	Special Projects in Music	(3)

For the special needs of the individual, the department may substitute other courses to fulfill music requirements. See also additional requirements for the B.A. and B.M. degrees.

Total units in music: 81

Plus general studies requirements and electives totaling 124 semester units.

Additional requirements for the B.A. and B.M. degrees:

1. *Evidence of academic and musical maturity prior to admission to junior standing.*
2. *Performance in student recitals, and jury examinations in major instrument.*
3. *Participation in an ensemble every semester.*

Certificate Program in Music Ministry

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 2CD	Musicianship II	(3,1)
MUS 10	Music and Worship	(2)
MUS 13	Applied Music – (Secondary Instrument) – two semesters	
MUS 15	Applied Music – (Primary Instrument) – four semesters	
MUS 24AB	Surveys of Music History and Literature	(3,3)
MUS 112	Music Ministry	(3)
MUS 140A	Choral Techniques Ensemble: four semesters	(2)
	Electives in Church Music	(2-8)

Strongly recommended:

MUS 147A	Seminar in Music Education	(2)
----------	----------------------------	-----

The Minor in Music

Requirements:

A minimum of 21 units including:

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship II	(3,1)
MUS 3	Discovering Music Fundamentals (optional)	(1-3)
MUS 6/106 or	The Fine Arts: Music	

MUS 24A or 24B or 124A or 124B	Surveys of the History and Literature of Music	(3)
MUS 13/113	Applied Music (4 semesters) Ensemble Electives in Music	(1-2)

Music Concentration for the Liberal Studies Major

MUS 1AB or MUS 3 MUS 7 MUS 8 MUS 124A or MUS 124B MUS 139 or MUS 140	Musicianship I Discovering Music Fundamentals Voice Class Piano Class Surveys of the History and Literature of Music Instrumental Conducting Choral Techniques	(3,1) (3) (1) (1) (3) (2) (2)
--	---	---

Choice of MUS 116 or 147A for 3 units; MUS 119, 121, or 123 to equal 1 unit.

MUS 1AB; CD Musicianship I (3,1;3,1)

(Harmony – 3, Solfege – 1 Lecture, three hours, and laboratory, two hours each week. A functional study of the theoretical aspects of music, including scales, modes, intervals, two- and three-part counterpoint, and elements of harmony up to the chord of the seventh. Development of aural, visual, singing, writing and playing skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. *Prerequisite:* MUS 4 or consent of instructor.

MUS 3 Discovering Music Fundamentals (1-3)

A functional approach to the theoretical aspects of music for personal enjoyment, teaching, or access to more advanced theory courses. Emphasis on experiencing the melodic, rhythmic, harmonic and formal aspects of music.

MUS 4 Guitar Class (1)

Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire. Students must provide their own instruments.

MUS 5 Music Literature Repertoire (.5)

Study of the masterpieces of music through performances, concert attendance, and lectures. Required of all first year music majors.

MUS 6/106M The Fine Arts: Music (3)

Beginning with a brief introduction to the world and language of the fine arts, this course explores the art of music in order to heighten awareness, understanding and appreciation of this art. Emphasis on the stylistic development of music as it reflects

MUS 2AB; CD Musicianship II (3,1;3,1)

(Harmony – 3, Solfege – 1 Lecture, three hours, and laboratory two hours each week. Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony, rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing, writing, and playing skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation, and more complex meters and rhythms to include twentieth century techniques.

the times and world cultures. Both MUS 6/106 may be taken for honors credit. *Designed for non-music majors.* GS-IIIA, VI

MUS 7 Voice Class (1)

Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8A Elementary Piano I (1)

Orientation to the piano, introduction to rudiments of music including note reading, basic chords and five finger scales. Simple pieces played with both hands in several major keys.

MUS 8B Elementary Piano II (1)

Instruction includes scale structures of major keys and primary chord harmonizations in simple major and minor keys. Easy pieces making use of extended hand positions, and played with attention to good rhythm, tone and dynamics. *Prerequisite:* MUS 8A

MUS 8C Intermediate Piano (1)

The course includes technical studies, major and minor scales, hand over hand arpeggios and chord progressions. Pieces from easy classic repertoire played with attention to basic concepts of piano technique, style and interpretation. *Prerequisite:* MUS 8B.

†MUS 10 Music and Worship (2)

A survey of the history of ritual, and the role music has played in the major liturgies throughout the centuries, with emphasis on the present.

MUS 11 Functional Keyboard Skills (1)

A keyboard class to develop practical knowledge of chords, chord progressions, cadences, simple accompaniment of melodies, transposition and modulation. Includes program for progressive development of sight-reading, technical skills, and improvisation.

***MUS 13/113 Applied Music (1-3)**

Private instruction — instrumental or vocal. For non-music majors. May be repeated for credit.

***MUS 15/115 Applied Music (1-3)**
Private instruction — instrumental or vocal. For music majors. May be repeated for credit.

***MUS 19/119 Mount Chorus (1)**

Study and performance of masterpieces of choral literature from all periods for women. Open to all college students, members of the community, and to qualified high school students with senior standing. May be repeated for credit.

***MUS 21/121 Mount Singers (1)**

Study and performance of masterpieces of choral literature from all periods. Open to men and women college students, members of the community, and to qualified high school students with senior standing by audition. May be repeated for credit.

***MUS 23/123 Chamber Music (1)**

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit. *Prerequisites:* Consent of the instructor.

MUS 24AB Surveys of the History and Literature of Music (3,3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity to the year 1750. B. 1750 to the present.

MUS 26 Brass Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 27 Woodwind Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 28 Percussion Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

**MUS 29 String Instruments:
Introductory
Techniques (1)**

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 94 Study/Travel (1-6)**MUS 105 Music Literature
Repertoire (.5)**

Study of the masterpieces of music through performance, concert attendance, and lectures on special subjects and topics of current interest. Required for two semesters of all upper division B.M. majors.

MUS 112 Music Ministry (3)

An examination of the role and responsibility of the music minister within the parish structure. Study of legislation governing the use of music in the church as well as administrative practices conducive to a successful music program.

**MUS 114 Music in Latin American
Society (3)**

Study of the folk, popular, and art music tradition of Latin America as a unique manifestation of the rich culture of this region. Open to non-majors. *Prerequisite: MUS 6 or consent of the Instructor GS-IIIA*

MUS 116 Music of World Cultures (3)

Introduction to the richness and variety of musical expression found in selected world cultures. Emphasis on the music of cultures well represented in California.

MUS 122 Performance Practices (2)

Study and performance of significant instrumental and vocal literature for solo and ensembles.

**MUS 124AB Surveys of the History
and Literature of
Music (3,3)**

Development of compositional forms and styles viewed from the historical perspective.

A. Antiquity to the year 1750. B. 1750 to the present.

MUS 125 Music Masterpieces (3)

Study of selected masterpieces of music in historical context. For the non-music major. *Prerequisite: MUS 6 or consent of instructor GS-IIIA*

**MUS 130 Creative Music
Experience (1-3)**

An introduction to the conceptual structure of music. Emphasis is placed on rhythm, melody, creativity, style, and harmony. This course serves as basic preparation for the elementary and intermediate school instructor. It includes instruction on melodic, percussion, and fretted instruments, observation and participation, and programmed instruction in fundamentals. *Prerequisite: MUS 6 or adequate background.*

MUS 132 Counterpoint (2)

Writing and analysis of pieces in eighteenth-century style for two and three voices.

MUS 133AB Music Analysis (2,2)

A. A study of the forms found in Classical period music: motive, phrase, period, song form, rondo, theme and variation, and sonata. Principles of understanding musical structures as they apply to folk, pop and music of world cultures.

B. A study of the forms found in the music of the Renaissance, Baroque, Romantic, and Contemporary periods.

MUS 134 Orchestration (2)

Designed to provide facility in writing for various instrumental combinations. Techniques, analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.

MUS 135 Composition (2)

Analysis and composition of music in various styles, forms, and instrumental and/or vocal combinations. May be repeated for credit.

**MUS 136 Technique of
Arranging (2)**

Study of arranging techniques for various choral and instrumental ensembles, including accompaniments, descants, special effects, choral style voicing, contrapuntal, and mixed voicing. *Prerequisites: MUS 1ABCD, 132, 133A*

MUS 137 Diction for Singers (2-3)

The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 139 Instrumental Conducting (2)
Study of baton technique, score reading, and interpretation of orchestral literature.

MUS 140AB Choral Techniques (2,2)

A. Study of baton technique, score reading, and interpretation of choral literature of various styles.
B. Continuation of A, including large works for orchestra and choir.

MUS 141 Historical Period Studies (3)

Chronological development of musical styles and forms in a selected period of music history. Survey of significant composers, performance practices, and the history of theoretical and notational concepts. Open to non-majors with consent of the instructor.

MUS 142 Genre Studies (3)

Historical survey of a single genre selected from sacred (the motet, the oratorio, the Mass) or secular (the symphony, chamber music, opera, keyboard literature, the concerto) music. Open to non-majors with consent of the instructor.

MUS 143 Composer Studies (3)

Survey of the life and works of a single composer, viewed within a historical and stylistic context. Consideration of musical personality, of special contributions, and of the relationship between biography and creativity. Open to non-majors with consent of the instructor.

MUS 146 Special Projects in Music (1-3)

- A. Vocal Literature
- B. Instrumental Literature
- C. Music History and Literature
- D. Church Music
- E. Theory and Composition
- F. Music Education
- G. Musicianship
- H. Chamber Music
- I. Choral Music
- J. Music Therapy
- K. Conducting
- L. Special Subject
- N. Electronic Media

MUS 147ABC Seminar in Music Education (2,3,3)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, bands, ensembles, theory, music literature, and humanities. Observation and some supervised teaching.

A. Emphasis on the total school music program.

B. Emphasis on the Elementary School music program.

C. Emphasis on the Secondary School music program.

MUS 148 Church Music Literature (1-3)

Survey of repertory for choir, organ, cantor, folk music groups; study of psalmody, Mass settings, acclamations, hymns throughout history, with emphasis on the present.

MUS 149ABC The Business of Music (1-3)

Exploration of various skills and strategies for building a successful career in music. Open to students and interested members of the community.

A. Music and Technology (1)

Utilization of technology to access helpful information for the performance, education and research opportunities.

B. Accessing Financial Resources (1)

Locating sources of funding; approaches to gaining funds; skills of writing grant proposals.

C. Career Development & Promotion (1)

Setting up a studio; community relations; integration of efforts towards the advancement of the arts; the art of self-promotion.

MUS 150 Accompanying (1)

Study of the art of accompanying instrumentalists and vocalists as soloists and in small and large ensembles. May be repeated for credit.

MUS 151ABC Pedagogy: Principles and Methods (2,2,2)

Analysis and comparison of various procedures for beginning and intermediate instruction. Approaches to the art of teaching. Review of materials. Guided teaching incorporated.

A. Keyboard

B. Vocal

C. Instrumental

MUS 152 Service Playing (1-2)

Study of the principles of effective hymn playing, and accompaniment of choir, cantor, congregation. Further study of improvisation and transposition.

MUS 190 Workshop (1-3)

May be repeated for credit.

MUS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Nursing

The college offers Associate and Baccalaureate degree programs with majors in nursing that provide options for career mobility.

Philosophy

Mount St. Mary's College is an academic community committed to continuing exploration of our relationship to God, to other persons, and to nature. This exploration takes the form of programs devoted to excellence in the liberal arts and career preparation with a special focus on educating women for participation and leadership in our society and our time. The Catholic tradition of the college offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups. These life processes involve physiological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science.

The Department of Nursing functions within the philosophy of the college and has developed a curriculum on the Roy Adaptation Model of Nursing. The Adaptation Model recognizes that a person is a bio-psycho-social-spiritual being in constant interaction with a dynamic and complex world. Humans possess both innate and acquired mechanisms which, in health, enable coping with the complex internal and external environment. In times of stress, these coping mechanisms may be disrupted. The ability to adapt to the internal and external environment at this time affects the person's position on the health-illness continuum. The promotion of adaptation in the direction of health depends upon an educational program which prepares the student to understand the person as a total being, to recognize and respect human values, and to utilize a scientific process within the framework of the adaptation model.

The goal of nursing is directing, maintaining, and reinforcing the adaptation of person, families, and groups toward optimal health.

The process involves:

1. assessing the factors that influence the position on the illness continuum, the factors that influence the position, and the effectiveness of the coping mechanisms.
2. determining the actual or potential health problem(s).
3. establishing mutually acceptable goals.
4. intervening by promoting adaptation through the modification of influencing factors and/or increasing the response in the coping potential.
5. evaluating the position on the health-illness continuum to reaffirm and/or modify interventions.

Each student enters the nursing program with a unique background for potential growth. Students are active learners. Learning progresses from novice to beginning level practitioner in a variety of settings from simple to complex. Because the student

is unique with different learning potentials, the expectation is that the student will seek assistance in educational needs at all stages of learning. The extent to which this distinct potential is achieved is determined by behavioral changes which are observed and evaluated in the context of the expected outcomes of the learning process.

The faculty believe the program has different levels of competencies for students to achieve their distinct potential. Options to select entry and exit levels to promote career mobility are offered.

The faculty believe providing a supportive environment enhances learning at each level of the program. The faculty act as role models and therefore must be clinically competent and professionally active. In addition, they assume responsibility for individual advisement of nursing majors and provide opportunities for assistance in the event of academic difficulties.

Objectives: Associate in Arts Degree – HOPE Program

Upon completion of the program, the student will have met the following objectives:

- I. Provider of Care
 - A. Utilize Roy Adaptation Model to:
 1. Recognize, assess and define the factors influencing the person's/family adaptive level, adaptive response, and consequent position of the health-illness continuum;
 2. Identify, assess and validate the person's/family adaptive level and response;
 3. Define patient/client goals based upon a clear analysis and synthesis of data in collaboration with patient, nursing and other disciplines;
 4. Define and perform those nursing interventions which affect the patient/client goals;
 5. Evaluate the consequences of nursing interventions in terms of the person's/family's behavioral change and the achievement of both patient/client and nursing goals, and modify those nursing actions, if desired adaptive outcomes are not achieved.
 - B. Utilize the nursing process as a scientific method.
 - C. Utilize knowledge of health-illness (normal/disruption) as it pertains to patient/client care.
 - D. Demonstrate competency in common nursing procedures.
- II. Communicator
 - A. Utilize effective communication skills with clients and peers.
 - B. Use communication skills as a method of data collection, nursing intervention and evaluation of care.
 - C. Communicate and record assessments, nursing care plans, interventions and evaluations within the protocol of the institution.
- III. Client Teacher
 - A. Apply principles of the teaching/learning process.
 - B. Develop short-range teaching plans based on the principles of the teaching/learning process.
- IV. Manager of Client Care
 - A. Function effectively as a member of health care team.
 - B. Utilize basic leadership skills in practice, based on small group patient care management and primary nursing.
- V. Membership within the profession of Nursing
 - A. Make judgments based on moral, ethical, and legal principles.

- B. Continue to evaluate and enhance personal and professional behavior.
- C. Assume responsibility for self-development and use resources for continued learning.
- D. Maintain the role of the nurse as a patient advocate.

Upon completion of the program, the student is eligible to take the California State Board examination for registered nurses (R.N.) licensure.

Associate Degree Majors in Nursing Admission Policy (ADN)

Admission of adult women and men students is based upon consideration of the completed application form, recommendations of an individual who knows the candidate as an adult learner, and demonstrated potential for success in the program. A grade point average of 2.25 and a prerequisite college level chemistry course is also required.

Objectives: Baccalaureate Program

At the completion of the baccalaureate nursing program, the graduate will have met the following objectives and will:

1. Utilize the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, and groups.
2. Utilize knowledge of health/illness continuum to maximize health care of persons, families and groups.
3. Use knowledge and skills obtained from nursing and liberal arts courses to provide professional nursing care in a variety of settings.
4. Utilize and apply effective communication skills to persons, families, and groups.
5. Develop and implement individualized teaching/learning plans for persons, families, and groups.
6. Utilize leadership skills based on the principles of management, change process, group process, and systems theory in health care settings.
7. Utilize research findings to guide practice in health care delivery.
8. Critically examine and integrate the principles of moral, ethical, and legal issues which influence health care.
9. Create interventions that consider a variety of influencing factors: e.g., culture, religion, race, ethnicity, and socio-economic status.
10. Establish independent and interdependent roles which will enhance professional growth.

Upon the completion of the senior year, the student is eligible to take the California State Board examination for registered nurse (R.N.) licensure, and is qualified for the Public Health Nursing Certificate issued by the Board of Registered Nursing.

Baccalaureate Majors in Nursing

In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the admission committee of the department. Admission is based upon a consideration of the student's academic achievement. There

is a formal review of the student's high school achievement record, grade point average, College Entrance Examination scores, previous college experience (if any). Students who intend to major in nursing are advised to take high school chemistry. In order to be eligible for review, applicants must be accepted by the college and have attained a GPA of 2.65 for all transferable college work attempted.

LVN's who have been accepted by the college and have completed the general studies requirements of the first two years may challenge Sophomore nursing courses and move directly into Junior nursing courses. NUR 40 must be satisfactorily completed prior to acceptance into Junior nursing courses. A non-degree program is available for LVN's who meet the college entrance requirements. After completing 30 units of prescribed courses, the student is eligible to take the California State Board examination for the registered nurse licensure but is not a graduate of Mount St. Mary's College.

California registered nurses accepted by the college may be given transfer credit for previous nursing courses equivalent to the Nursing Department lower division courses. Foreign nurses must have a valid California license. NUR 40 or its equivalent is to be satisfactorily completed prior to acceptance into Senior nursing courses.

Nursing Department Policies for Students

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Mid-term warning, probation, or dismissal are used when deemed necessary. A grade below C (2.0) in a required course or a theory nursing course is not accepted. A grade below C (2.0) in a nursing practicum results in dismissal from the nursing program. A student may repeat a prerequisite course or nursing theory course no more than once. A second failure will result in non-admission or non-progression. Failure of two nursing courses results in dismissal from the department. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the admission committee of the Nursing Department.

Before admission to nursing courses, a departmental examination in mathematics must be successfully completed (80%). The purpose of this examination is twofold: 1) to earn credit for the mathematics requirement General Studies IIIE; and 2) to determine the student's ability to correctly calculate medication dosages in the clinical setting. All students (regardless of entry level status) even if they have previously successfully completed a college mathematics course, are to complete this requirement.

Departmental policy statements regarding grading, mathematical competence, incompletes, probation, absences, dismissal, and readmission to the program are provided to the student at the beginning of the nursing major.

During the clinical portion of the program, students must ordinarily be full-time (see Tuition and Fees) and must carry malpractice insurance, have a current CPR card and be a member of the Student Nurse Association of California.

Nursing classes are held at multiple sites and transportation for these classes is essential.

Information on all policies and procedures can be obtained from the nursing department admission officer.

Certain health requirements must be met prior to clinical experience.

Nursing Department Health Policies for Students

Nursing focuses on prevention and promotion of health. Students admitted to and progressing through Mount St. Mary's College Nursing Program are strongly encouraged to engage in health practices which model those they are teaching to patients.

Prior to enrollment in the first nursing course, students will be informed of the nursing department health policies.

Every student admitted to the nursing courses must have completed the following health data. Clinical agencies will not accept a student who has not met all of the following health requirements:

- 1) past medical history on which the student attests that physical and emotional health are such as to allow for full participation in both clinical and theoretical components of the nursing curriculum;
- 2) physical examination must be completed by a licensed physician, certified nurse practitioner, or physicians assistant. This completed physical examination is to be sent to the Student Health Service Office before May 15 for Fall semester enrollment and by December 15 for Spring semester enrollment. MSMC health form must be used;
- 3) visual screening;
- 4) urinalysis;
- 5) Complete Blood Count;
- 6) PPD or Mantoux for Tuberculosis screening (NOT A TINE), if PPD/Mantoux is positive then the student must have a chest x-ray;
- 7) demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps, hepatitis B, varicella;
- 8) current immunizations
 - a) polio,
 - b) tetanus,
 - c) diphtheria;
- 9) Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests;
- 10) If a student's physician would not be able to comply with these health requirements, the physician must submit a written statement to this effect.

Each student must repeat the process of obtaining the above health data annually. The health requirements must be completed by May 15 for enrollment in Fall semester and by December 15 for enrollment in Spring.

A student with a health condition (i.e., pregnancy, seizure disorder, diabetes, infectious disease, emotional problems, etc.) that may have a safety consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary.

The nursing department has the responsibility to determine those health issues that may interfere with the students's progress in the clinical area.

Associate Degree Curriculum Requirements HOPE Program

First Year

BIO 40A	Human Anatomy	(4)
BIO 40B	Human Physiology	(4)
BIO 3	General Microbiology	(4)
ENG 10A,B	Written and Oral Communication	(6)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
NUR 1,2,3,4,4L,5,6,7,7L		(13)

Second Year

PSY 168	Abnormal Psychology	(3)
PHIL 21	Moral Values	(3)
PSY 49	Multi-cultural Multi-ethnic Issues for Health Care providers	(3)
Nur 8,9,10,10L,11,12,14,15,15,17		(23)

Third Year

General Studies Elective IIIA	(3)
RST 149 Ethics of Life and Death	(3)
Nur 18,19,21,22	(12)

Total Units: 89

Prerequisites to beginning nursing courses: Anatomy and Physiology, Written and Oral Communication, General Psychology and Nursing I.

NUR 1 Adaptation Model Nursing Theory (2)

Introduction of the Roy Adaptation Model as a theoretical framework for nursing practice. Emphasis is on nursing process according to adaptation theory, with integration of physiological and psychological modes of adaptation in the adult population.

hospitalized patients with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adaptation Model Theory (NUR 2) and Principles and Practice of Nursing Skills (NUR 3), which are taken concurrently. Emphasis is placed upon the problems related to protective and sensory systems.

NUR 2 Adult Adaptation Nursing of Protective and Sensory Modes (2)

This course involves an Adaptation Process approach to the physiological needs of protection in dealing with integumentary, immunological and infectious diseases. Included is an Adaptation process approach to disorders of the auditory, visual and somato sensory systems (pain).

NUR 4/ NUR 41 Principles and Practice of Nursing Skills (2)
This course covers the basic nursing measures necessary for safe patient care. The focus is to provide the theoretical basis for selected nursing skills and to develop the student's psychomotor ability in the performance of these skills.

NUR 3 Nursing Practicum (1)

This is the first clinical course taken by the first year student. It is designed to introduce the student to the care of the adult

NUR 5 Adult Adaptation Nursing in Activity and Rest, and Oxygenation (3)

This course involves an adaptation process approach to the physiological needs of activity and rest, oxygenation and nutrition.

NUR 6 Practicum (2)

This is the second clinical course taken by student. It is designed to emphasize the nurse's responsibilities in the care of adult hospitalized patients with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of the concepts from Adaptation Nursing (NUR 5), and Principles and Practice of Nursing Skills (NUR 7L), which are taken concurrently. Emphasis is placed upon the adaptation process approach to the physiological needs of activity and rest, oxygenation and nutrition.

**NUR 7/ Principles and Practice
NUR 7L of Nursing Skills (1)**

Skills lab for integration of intervention related to activity and rest, medication, administration bowel therapies.

NUR 8 Adult Adaptation Nursing in the Elimination, Endocrine, Reproduction, and Advanced Concepts of the Protective Mode (3)

The focus of this course involves an adaptation process approach to the physiological and psychosocial needs of ineffective responses in elimination, endocrine, sexual and reproductive systems and advanced concepts of protective modes.

NUR 9 Practicum: Care of the Adult (3)

This is the third clinical course taken by the sophomore student. It is designed to emphasize the nurse's responsibilities in the care of adult hospitalized patients with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum.

The focus of this course is the application of concepts from Adaptation Nursing (NUR 8), and Principles and Practice of Nursing Skills (NUR 10 and NUR 10L), which are taken concurrently. Continued

emphasis is placed on the first and second level assessment in the physiological mode with an introduction to the psychosocial mode. Beginning skills in the formulation of nursing diagnoses and plan of care are also stressed.

NUR 10/ Principles and Practice**NUR 10L of Nursing Skills (1)**

Principles and practice of skill related to elimination, diabetes, sexuality and AIDS.

NUR 11 Children: Adaptation Nursing in the Physiological and Psychosocial Modes (2.5)

The focus is the bio-psycho-social impact of health-illness problems related to children. Taken concurrently with NUR 12.

NUR 12 Practicum: Children (2.5)

Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of Adaptation Theory of Nursing. Taken concurrently with NUR 11.

NUR 14 Childbearing Family Adaption in Nursing in the Physiological and Psychosocial Modes (2.5)

The focus is the bio-psychological impact of health-illness problems to childbearing families.

NUR 15 Adaptation of the Childbearing Family Practicum (2.5)

Provides clinical experience in prenatal, delivery, and post-natal care, study of the parenting roles, and health needs of the emerging family groups of various ethnic diversity.

NUR 16 Adult and Adolescent Mental Health Adaptation Nursing (3)

Lecture. The focus is the bio-social impact of health-illness problems related to mental health. Taken concurrently with NUR 17.

NUR 17 Mental Health Practicum (3)

Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings.

NUR 18 Gerontology/Leadership in Nursing (3)

The focus is on the bio-psycho-social problems related to the chronic and multiple conditions of older adults with beginning concepts of leadership role of RN's.

NUR 19 Gerontological Practicum (3)

The focus is on the bio-psycho-social impact of problems related to the older adult population in the skilled nursing facility, leadership, and patient care management.

NUR 21 Adult Adaptation in Complex Multi-System Physiological Alteration (3)

The focus is the bio-psycho-social impact of health-illness problems related to complex episodic medical surgical disruptions in the adult. Taken concurrently with NUR 22.

NUR 22 Adult Complex Multi-System and Physiological Alteration Practicum (3)

Provides clinical experience in the health-illness problems of adult patients with more complex medical or surgical disruptions. Taken concurrently with NUR 21.

NUR 34 Issues in Health Care (2)

A modular course examining issues in Health Care, focusing on the role of the professional nurse. Topics include historical development in nursing, legislation and professionalism.

NUR 98, 99 Independent Studies (1-3)

See page 187.

Baccalaureate Degree Curriculum Requirements**Freshman Year**

*CHE 3	Foundations of Chemistry	(3)
*BIO 50A	Human Anatomy	(4)
*BIO 50B	Human Physiology	(4)
*PSY 1	General Psychology	(3)
*PSY 2, SPE 6	Communication	(2-3)
*PSY 12, SPE 10	Developmental Psychology	(3)
*SOC 5	Sociological Perspectives	(3)
*ENG 1AB	Freshman English	(6)
*PHI 21	Moral Values	(3)
	or	
RST 41	Introduction to Christian Ethics	(3)
Total units: 31		

Sophomore Year

*NUR 50,54, 60,64,	Nursing Lecture	(5-5)
*NUR 51,53,53L 61,63,63L	Nursing Practicum	(5.5-5.5)
**BIO 3 RST	Microbiology Religious Studies	(4) (3)
*BIO 112	Nutrition General Studies Elective IIIA	(3) (3)
Total units: 34		

Junior Year

*NUR 160,162, 164,166	Nursing Lecture	(5-5)
*NUR 161,163, 165,167, 171,173	Nursing Practicum	(5.5,5.5)
*NUR 134	Nursing Issues	(2)

*PHI 168B	Bioethics	
PHI 168A	Contemporary Moral Problems or	(3)
RST 149	Ethics of Life and Death	(3)
*PSY 168	Abnormal Psychology	(3)
	General Studies Elective IIIB	(3)
	General Studies Elective IIIC	(3)

Total units: 35**Senior Year**

*NUR 180	Community Health Nursing I	(1.5)
*NUR 181	Community Health Nursing Practice	(3)
*NUR 182	Leadership/Management	(1.5)
*NUR 183	Leadership/Management Practice	(3)
*NUR 184	Community Health Nursing II	(1.5)
*NUR 185	Community Health Nursing Practice in the Home	(2.5)
*NUR 186	Senior Independent Study	(1.5)
*NUR 187	Senior Independent Study Practice	(2.5)
*NUR 138	Research	(3)
PHI/RST	Philosophy or Religious Studies	(6)
	General Studies Elective IIIG	(3)

Total units: (29)**Total units for Bachelor of Science Degree: 129**

*Courses required by Nursing Department

**May be completed in either Freshman or Sophomore year.

Prerequisites to beginning nursing courses: Anatomy and Physiology, General Psychology, Developmental Psychology, English, Sociology, and Communication.

NUR 40 Introduction to Roy Adaptation Model (6)

A bridge course offered to licensed vocational nurses and registered nurses transferring at advanced placement. An introduction to the concepts underlying the philosophy of nursing, the nursing process and the Roy Adaptation Model. Selected experiences in clinical practice are required. Must be satisfactorily completed prior to enrollment in other nursing courses.

NUR 50 Adaptation Nursing Theory: Adult (2)

Lecture. Introduces the Roy Adaptation Model of Nursing with emphasis on the physiological mode and normal adult behaviors.

NUR 51 Nursing Practicum: Adult (4)

Nursing Skills and Nursing Process with application of concepts related to physiologic mode of adaptation. Focused on patients in hospital setting. Taken concurrently with NUR 50 and NUR 54.

NUR 53 and 53L Principles and Practice of Nursing Skills (1.5)

This course covers the basic nursing measures necessary for safe patient care. The focus is to provide the theoretical basis for selected nursing skills and to develop the student's psychomotor ability in the performance of these skills. Taken concurrently with NUR 50 and NUR 54.

NUR 54 Pathophysiology: Adult (3)

Lecture. Common medical problems are studied as disruptions in the body's structure, function, and regulatory mechanism. Focuses on adult pathophysiology, behavior, diagnosis, various interventions, prevention, and teaching. Taken concurrently with NUR 50 and NUR 51.

NUR 60 Adaptation Nursing Theory: Adult (2)
 Lecture. Continues the study of the Roy Model with an emphasis on the psycho-social mode of adaptation. *Prerequisites: successful completion of the NUR 50 series and Developmental Psychology.*

NUR 61 Nursing Practicum: Adult (4)
 Continuation of the Nursing Skills and Process with application of concepts related to both physiologic and psycho-social modes of adaptation. *Taken concurrently with NUR 60 and NUR 64.*

NUR 63 and 63L Principles and Practice of Nursing Skills (1.5)
 Continuation in the second semester of NUR 53 and 53L. *Taken concurrently with NUR 60 and 64.*

NUR 64 Pathophysiology: Adult (3)
 Lecture. Continuation of the study of the common medical problems affecting adults. *Taken concurrently with NUR 60 and NUR 61.*

NUR 98 Independent Studies (1-3)
 Independent investigation of significant problems in nursing. *Prerequisite: consent of instructor.*

NUR 99 Special Studies in Nursing (1-3)
 Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite: consent of instructor.*

Prerequisites for courses in the NUR 160 Series: successful completion of the NUR 50, 51, 60, 61, 64, Microbiology, and Nutrition. The NUR 160 courses involve the continued use of the Roy Adaptation Model as a basis for prevention, remedial, rehabilitation, and teaching.

NUR 134 Issues in Professional Nursing (2)
 The focus is on the profession of Nursing. Content includes: the History of Nursing, the Nursing Practice Act, Legal Aspects, Liability, and other current issues affecting the Nursing Profession. *Prerequisites: Successful completion of the NUR 50 and NUR 60 series.*

NUR 138 Research (3)
 Principles of scientific methods and designs appropriate to nursing are presented. Emphasis on the identification of researchable problems in, and the application of research findings to clinical practice.

NUR 160 Adaptation Nursing: Childbearing Family (2.5)
 Lecture. The focus is the bio-psychosocial impact of health-illness problems related to Childbearing Families. *Taken concurrently with NUR 161.*

NUR 161 Practicum: Childbearing Family (2.5)
 Provides clinical experience in prenatal, delivery, and postnatal care, study of the parenting roles, and the health needs of the emerging family groups. *Taken concurrently with NUR 160.*

NUR 162 Adaptation Nursing: Children (2.5)
 Lecture. The focus is the bio-psychosocial impact of health-illness problems related to children. *Taken concurrently with NUR 163.*

NUR 163 Practicum: Children (2.5)
 Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of the Adaptation Theory of Nursing. *Taken concurrently with NUR 162.*

NUR 164 Adaptation Nursing: Advanced Medical/Surgical (2.5)
 Lecture. The focus is the bio-psychosocial impact of health-illness problems related to complex episodic medical or surgical disruptions in the adult. Leadership and patient care management included. *Taken concurrently with NUR 165.*

NUR 165 Practicum: Advanced Medical/Surgical (2.5)
 Provides clinical experience in the health-illness problems of adult patients with more complex medical or surgical disruptions. Leadership and patient care management included. *Taken concurrently with NUR 164.*

**NUR 166 Adaptation Nursing:
Mental Health (2.5)**

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to mental health of individuals and groups. *Taken concurrently with NUR 167.*

**NUR 167 Practicum: Mental
Health (2.5)**

Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings. *Taken concurrently with NUR 166.*

**NUR 171 Competency Based Skills
Lab (1.5)**

Appropriate to clinical practicum. *Taken with NUR 161 and NUR 163.*

**NUR 173 Competency Based Skills
Lab (1.5)**

Appropriate to clinical practicum *Taken with NUR 165 and NUR 167.*

**NUR 180 Community Health
Nursing I (1.5)**

Public Health Nursing presents research, theories and concepts as applied to aggregates in the community. These include environmental health, basic concepts of epidemiology, communicable disease, preventative health and wellness. The theory and management of these issues and others are discussed and related to a variety of community resources. *Prerequisite: Senior standing. Taken concurrently with NUR 181.*

**NUR 181 Community Health
Nursing Practice (3)**

This course provides the students the opportunity to practice the principles of Public Health Nursing in an official agency. An epidemiological approach is implemented to identify and assess problems in high risk aggregates in the community. The Roy Adaptation Model is utilized to promote optimum health for individuals, families and groups. Community assessment and exploration of community resources are an integral part of the practicum. *Prerequisite: Senior standing. Taken concurrently with NUR 180.*

NUR 182 Leadership/Management (1.5)

Principles of leadership and management will be explained as they apply to various nursing (health) delivery systems. Topics

discussed will include leadership styles, management functions, motivation, group organization budget and staffing. *Prerequisite: Senior standing. Taken concurrently with NUR 183.*

**NUR 183 Leadership/Management
Practice (3)**

Various clinical agencies are used where the student will apply the principles in NUR 182. Each student will be assigned a selected clinical preceptor from the agency. The Roy Adaptation Model is used as an assessment tool for the work group. *Prerequisite: Senior standing. Taken concurrently with NUR 182.*

**NUR 184 Community Health
Nursing II (1.5)**

This course provides the student the principles of nursing in the client's home. Emphasis is on family theory and culture. Other topics include gerontology, chronic illness and compliance. *Prerequisite: Senior standing. Taken concurrently with NUR 185. GS-VI*

**NUR 185 Community Health
Nursing Practice in the
Home (2.5)**

A variety of home health agencies are used where the student will have the opportunity to practice the principles of home health nursing. The Roy Adaptation Model is utilized to promote optimum health for individuals, families and groups. *Prerequisite: Senior standing. Taken concurrently with NUR 184.*

**NUR 186 Senior Independent
Study (1.5)**

Topics that are integral to the practice of professional baccalaureate nursing will be presented and discussed. These topics include change, power, group process, case management, and risk management. Additionally extended roles of the BSN will be explored. *Prerequisite: Senior Standing. Taken concurrently with NUR 187.*

**NUR 187 Senior Independent Study
Practice (2.5)**

Each student will be given the opportunity to practice professional nursing in a clinical area of the student's choosing. Faculty approval and agency availability are required. Students will be expected to use the Roy Model in practice and utilize the principles from NUR 186. *Prerequisite: Senior standing. Taken concurrently with NUR 186.*

NUR 196H Senior Honors Thesis (3)

*Open only to students admitted to the
Honors Program.*

NUR 198 Independent Studies (1-3)

OCCUPATIONAL THERAPY ASSISTANT PROGRAM

The Occupational Therapy Assistant program is situated within the HOPE Center Division and its required courses are offered during evening hours in four ten-week sessions a year with occasional Saturday field experiences. Admissions requirements for the program are those of the Associate in Arts degree program.

The Occupational Therapy Profession

The occupational therapy assistant works under the supervision of registered occupational therapists in hospitals, rehabilitation centers, nursing homes, schools, neighborhood centers and many other settings.

Occupational Therapy is a health profession that uses "occupation" as an index in the evaluation and treatment of the individual whose life has been disrupted by physical or emotional illness or injury, developmental problems, and the aging process.

To those working in occupational therapy, occupation is any task that a person engages in from the seemingly simple task of just growing and becoming as enjoyed by the infant to the more complex planning and management of leisure activities for the retired adult. We may think of occupation in three general categories: self-care (personal hygiene, eating and dressing); productive behavior or work (working to sustain ourselves and our families, care of children and a household, going to school); play or leisure (all of those things we do primarily for pleasure).

When the individual's life is disrupted by illness or injury, any or all of the above areas are affected. It is the role of the occupational therapist and the occupational therapy assistant to carefully assess all of these areas with the patient so that activities, equipment and behaviors can be adapted and modified to help the patient become as independent as possible.

Program Description

Through coursework in occupational therapy theory and activities, biology, and psychology; and guided observation and practice in clinical settings the student will accomplish the following objectives of the program:

1. to grasp the theory and practice dynamics of occupation and skill as they relate to the work of the occupational therapy assistant,
2. to develop competency in the basic and social sciences as they relate to the body of knowledge and skills of the occupational therapy assistant,
3. to understand the dynamics of physical, psychosocial and developmental determinants of health and illness,
4. to develop the necessary and required technical and practice skills for certification as an occupational therapy assistant,
5. to understand the cultural, social and economic influences on health and illness and the practice of medicine and rehabilitation, and

6. to respond to the ever-changing body of knowledge necessary for successful practice and further to accept the responsibility for continued learning and education.

The following sequence of courses is required for completion of Occupational Therapy Assistant Associate in Arts degree: A grade of C (2.0) or better is necessary to satisfy the requirements for occupational therapy assistant required courses.

OTH 5	Occupational Therapy Theory I
BIO 7	Introduction to the Human Body
PSY 1	General Psychology
OTH 10	Occupational Therapy Theory II
OTH 15	Therapeutic Media I
OTH 20	Documentation and Medical Terminology for the Occupational Therapy Assistant
OTH 25	Occupational Therapy Theory II
OTH 21	Practical Anatomy and Principles of Kinesiology for the Occupational Therapy Assistant
OTH 30	Therapeutic Media II
HSP 49	Multicultural and Multiethnic Issues for Urban Health Care Professionals
OTH 35	Occupational Therapy Management Techniques

A physician's report of the student's physical examination, inoculation record and evidence of professional liability insurance are required of all students before registering for clinical fieldwork.

OTH 40	Occupational Therapy Fieldwork I
OTH 45	Occupational Therapy Fieldwork

Upon successful completion of the above courses, students are eligible to sit for the national certification examination for practice as a Certified Occupational Therapy Assistant. This examination is administered by the American Occupational Therapy Association Certification Board. Success on this examination identifies the candidate as a Certified Occupational Therapy Assistant (COTA) and awards the right to use the designation COTA following their names.

The Associate in Arts general education requirements can be met by taking the following suggested courses:

- a. Communication Skills (6 units)
ENG 10A and ENG 10B
- b. Arts and Sciences (9 units)
one course from three of the following:
 1. Art, Music, or Literature
 2. History, Economics, Politics
 3. Natural, Physical Sciences
(satisfied by BIO 7)
 4. Social, Behavioral Sciences
(satisfied by PSY 001)
- c. Philosophy (3 units)
- d. Religious Studies (3 units)

COURSES

OTH 5 Occupational Therapy Theory I (4)

Defines occupational therapy, its history and development as a profession, and its relationship to other allied health professions. Emphasis on the relationship of occupational performance to the health/illness continuum. Concurrent with Level I fieldwork.

OTH 10 Occupational Therapy Theory II (4)

Explores the theories and application of occupational therapy in the evaluation and treatment of psychosocial dysfunction from pediatrics through adulthood with emphasis on the normal development of the child's psychosocial functioning and the role of play. Concurrent with Level I fieldwork. *Prerequisite: General Psychology (PSY I) and O.T. Theory I (OTH 005).*

OTH 15 Therapeutic Media I (4)

Introduction to selected crafts and activities utilized from childhood through adulthood with emphasis on task analysis and application to psychosocial and developmental populations. *Prerequisite: General Psychology (PSY I) and OT Theory I (OTH 005).*

OTH 20 Documentation and Medical Terminology for the Occupational Therapy Assistant (3)

Introduction to basic medical terminology and documentation appropriate to Occupational Therapy Assistant practice arenas. *Prerequisite: O.T. Theory I (OTH 005).*

OTH 21 Practical Anatomy and Kinesiology for Occupational Therapy Assistants (3)

Introduction to basic anatomy and kinesiology appropriate to Occupational Therapy Assistant practice arenas. *Prerequisites: OT Theory I (OTH 005) and Intro to the Human Body (BIO 007).*

OTH 25 Occupational Therapy Theory III (4)

Theory and application of occupational therapy in the evaluation and treatment of physical dysfunction from pediatrics through adulthood with emphasis on the physical components of development. Concurrent with Level I fieldwork. *Prerequisite: OT Theory I (OTH 005) and Intro to the Human Body (BIO 007).*

OTH 30 Therapeutic Media II (4)

Selected crafts and activities utilized from childhood through adulthood with emphasis on task analysis and application to physical dysfunction populations. *Prerequisite: OT Theory I (OTH 005) and Intro to the Human Body (BIO 007).*

OTH 35 Occupational Therapy Management Techniques (4)

Principles and techniques of management in health care settings to include data gathering, patient billing, quality assurance, budgeting, supervision, continuing education, professional responsibility and legislation. Introduction to basic computer processes and software utilized in management. *Prerequisite: OT Theory I (OTH 005).*

OTH 40 Occupational Therapy Fieldwork I (3)

Supervised clinical experience with emphasis on attaining proficiency in occupational therapy assistant skills/psychosocial dysfunction. *Prerequisite: Completion of all OTA academic coursework.*

OTH 45 Occupational Therapy Fieldwork II (3)

Supervised clinical experience with emphasis on attaining proficiency in occupational therapy assistant skills/physical dysfunction. *Prerequisite: Completion of all OTA academic coursework.*

OTH 98 Independent Studies (1-4)

Independent investigation of significant problems in Occupational Therapy. *Prerequisite: consent of instructor.*

Philosophy

Philosophy endeavors to discover and evaluate insights into the meaning of persons, knowledge, human thought, nature, values, and one's relationship to oneself, to others, and to the transcendent.

This major serves as an excellent preparation for graduate study or a career in college teaching, law, religious studies, social sciences, or research. Philosophy provides a good foundation for computer work and careers in business or counseling.

The Philosophy department encourages and helps students to arrange double majors, especially with the English, Business, and Religious Studies departments; other double majors with philosophy can be arranged.

Courses Required for a B.A. Degree in Philosophy

Lower Division:

PHI 5	Introduction to Logic	(3)
PHI 15	Challenges in Philosophy	(3)
PHI 21	Moral Values and Ethical Decisions	(3)

Upper Division:

At least nine upper division courses including:

I. Two courses in the history of philosophy:

PHI 124	Socrates, Plato, and Aristotle	(3)
PHI 125	Aquinas	(3)
PHI 126	Descartes to Kant	(3)

II. At least one course from each of the following groups:

A.	PHI 155	Symbolic Logic	(3)
	PHI 158	Scientific Method	(3)
B.	PHI 130	Existentialism and Phenomenology	(3)
	PHI 134	American Philosophy	(3)
C.	PHI 160	Philosophy of Religion	(3)
	PHI 170	Social and Political Philosophy	(3)
	PHI 172	Marxism	(3)
D.	PHI 168A	Contemporary Moral Problems	(3)
	PHI 168B	Bioethics	(3)
E.	PHI 150	Metaphysics	(3)
	PHI 152	Theory of Knowledge	(3)

III. Two elective courses in Philosophy

Total units in Philosophy: 45

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Philosophy

A minimum of 21 units in philosophy, 15 of which must be upper division, approved by the philosophy department. At least one course from the following:

PHI 124	Socrates, Plato, and Aristotle
PHI 125	Aquinas
PHI 126	Descartes to Kant
PHI 130	Existentialism and Phenomenology
PHI 134	American Philosophy
PHI 170	Social and Political Philosophy

PHI 5 Introduction to Logic (3)

An introduction to argument structure, including inductive and deductive arguments, the rules of inference and replacement, fallacies of reasoning, validity and soundness, syllogisms and more complex argument forms, language, multi-cultural considerations of conceptual frameworks and points of view, analysis, decision-making and problem-solving, and presentation and evaluation of extended arguments. **GS-II, VB3**

Sex differences in ethics particularly with respect to moral development are explored as well as several contemporary moral controversies. Special attention will be given to the ways in which ethnicity and class affect values and behavior and to the extent to which the views of the dominant culture shape attitudes and behavior toward minority groups. *Prerequisite: eligible for ENG 1A or completion of ENG 10A with C or better. Students who take this course may not take PHI 92 for credit. GS-VB2, VI*

PHI 10 Critical Thinking (3)

An intense and extensive focus on the development of critical thinking skills: analyzing ideas and arguments, clarity of expression (both written and oral), evaluating evidence, spotting fallacies, assessing testimony, problem solving, decision making and attention to the use of language, as in persuasion, loaded and prejudicial terms. This course carries credit equivalent to PHI 5. **GS-II, VB3**

PHI 24 Socrates, Plato, and Aristotle (3)

An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. *Philosophy majors and minors only are to take this course for upper division credit as PHI 124. They will be assigned an additional critical assignment appropriate to a more advanced level of study. This may be in either written or oral form. GS-VB1*

PHI 15 Challenges in Philosophy (3)

An introduction to the basic problems, concepts and methods of philosophic inquiry including such topics as the existence of God and religion, the problem of evil, life after death, perception and knowledge, mind and body. Contemporary and traditional views are studied with a focus on the diverse contributions made by various cultures and by women. *Prerequisite: eligible for ENG 1A or completion of ENG 10A with C or better. GS-VB1, VI*

PHI 56H The History of Scientific Ideas (3)

An historical introduction to the major achievements of the physical sciences from their origins in Greek culture to the present day, on the philosophical implications of particular scientific theories and the intellectual climate which fostered them. *Open to honors students with sophomore standing or one course in philosophy, or with permission of the instructor. GS-VB1*

PHI 21 Moral Values and Ethical Decisions (3)

An introduction to moral reasoning and decision-making processes with a focus on contemporary and traditional moral theories, including Utilitarianism, Formalism, egoism, virtue ethics and ethical relativism.

PHI 57H History and Philosophy of the Behavioral Sciences (3)

In this course, we will look at one or more fields in the Behavioral Sciences, such as Psychology and Sociology, and some central concepts and thinkers in these fields. In

any given semester, the focus may be on Psychology and the role played by Freud, Jung, Skinner and others. For this, we may take a thematic approach, such as the ways psychologists have used mythology to explain their theories (such as in the Oedipal complex, Jungian archetypes, and so on). The goal is to get an overview of the theorists and the field(s) and see what is presupposed, accompanying world views, social or political implications of the theoretical models (e.g., for women). *Open to honors students with sophomore standing or one course in philosophy, or with permission of the instructor.* GS-IIIF, VB1

PHI 92 Introduction to Business Ethics (3)

A case study approach to business ethics, taking into consideration the perspectives of management, labor, consumer or public, governmental agencies, and environmental or other special interest groups. Using a basis in ethical theory, we will cover such areas as public welfare, issues in hiring (affirmative action, quotas) and business practices (product liability, honesty, business bluffing, advertising, sexual harassment, racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world), corporate decision-making and responsibility.

Students who take this course may not take PHI 21 for credit. Honors students should take PHI.21H, not PHI 92. GS-VB2

PHI 95 Special Problems (1-3)

May be repeated for credit. GS-VB1

PHI 125 Aquinas (3)

An introduction to the philosophical aspects and the tradition of Aquinas' thought with emphasis on questions of the relation of faith and reason, the existence of God, human nature, and moral theory. *Prerequisite: One lower division course in philosophy. Offered only on request and/or every three years.* GS-VB1,VA2

PHI 126 Descartes to Kant (3)

The development of modern views on the relationship of reality and knowledge; the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. *Prerequisite: One lower division course in philosophy. Offered only on request and/or every three years.* GS-VB1

PHI 130 Existentialism and Phenomenology (3)

A study of existentialist thinking drawing from Nietzsche, Kierkegaard, Sartre, Heidegger, Camus, de Beauvoir. We will look at the movement in a historical context and its focus on the individual, free-will, choices and decision-making, moral accountability, authentic v. inauthentic modes of existence, and issues raised regarding language and being. The influence of existentialism on literature (Kafka, Beckett, Ionesco, Atwood, Shange, etc.) and challenges raised by women and people from ethnic minorities may be included. *Prerequisite: One lower division course in philosophy. Offered every three years.* GS-VB1

PHI 134 American Philosophy (3)

A study of the major philosophical ideas that have influenced the development of American intellectual life, civilization, and culture: Transcendentalism, Idealism, and the Pragmatic movement. *Prerequisite: One lower division course in philosophy. Offered every three years.* GS-VB1

PHI 150 Metaphysics (3)

A study of philosophical theories of being. Among a cluster of metaphysical concepts to be considered are substance, matter, mind, causation, space and time, and the transcendent. *Prerequisite: one lower division course in philosophy. Offered only on request.* GS-VB1

PHI 152 Theory of Knowledge (3)

An examination of the nature and possibility of human knowledge; objectivity, perception, truth, self-knowledge and the knowledge of other minds, the conditions of justified belief. *Prerequisite: One lower division course in philosophy. Offered only on request.* GS-VB1

PHI 155 Symbolic Logic (3)

An introduction to a formal system of deductive reasoning, a formal language and rules of derivation for a propositional calculus and some study of quantification, including a study of the truth-functional nature of a symbolic system, its relationship to ordinary language, and the rules of derivation. *Prerequisite: PHI 5. Offered only on request and/or every three years.* GS-VB3

PHI 158 The Scientific Method (3)

An historical introduction to the philosophy of science from Aristotle to modern times. Topics will include: Aristotle's inductive / deductive method; Copernican vs. Ptolemaic models of the universe; the Newtonian synthesis; Mach's sensationalism; twentieth century positivism *Prerequisite: One lower division course in philosophy.* Offered only on request. GS-VB1, VB3

PHI 160 Philosophy of Religion (3)

A study of the philosophical concerns raised in religion, including the existence of god, the nature of faith, the various images of god, what is involved in a spiritual/religious life, the problem of evil and institutional and individual responses to deeply felt religious dilemmas facing us, along with multi-cultural considerations of religion and mythology. Special topics may include study of the philosophy, religion, and mythology of native cultures, or challenges to classic approaches, as, e.g., raised by Feminist Theology, or Liberation Theology. *Prerequisite: one lower division course in philosophy and one in religious studies.* See RST 198. GS-VA4, VB1, VI

PHI 162 Philosophy and Native Cultures (3)

This course will explore the philosophy, mythology and world views of four major groups of Native Americans. The focus will be on the tribes of the Southwest (Zuni, Hopi, Navajo, Apache, Cherokee, Laguna Pueblo), Northwest (Kwakiutl, Tlingit, Haida), Far North (Inuit, Eskimo) and Mexico (especially Huichol). Examination of their myths, language, literature, and religion as well as observations about their philosophical views about humans, nature and our place in the universe, will provide an overview of the issues, concerns, perspectives, morality and social problems of these tribes. *Prerequisite: one lower division course in philosophy.* GS-VB1, VI

PHI 168A Contemporary Moral Problems (3)

A study of contemporary moral and social problems, drawing from such areas as bioethics, media ethics, business ethics, legal ethics, feminist ethics, environmental ethics. This will include case studies of such issues as surrogate parenting, use of humans or animals in medical experimentation, the death penalty, abortion, public policy issues, corporate responsibility,

women and the law, the use of advertising to manipulate public opinion, conflicts between individual and societal rights. The role of culture and ethnicity in our perception and assessment of specific moral problems will be integrated throughout this course. *Prerequisite: PHI 21 or an ethical theory course approved by the department.* Offered every three years. GS-VB2, VI

PHI 168B Bioethics (3)

An examination of moral problems regarding the moral issues, decision-making processes and procedures facing the medical profession, presented within a historical-context. These include the history of the AMA code, important Supreme Court decisions, and major areas in which moral problems arise in the medical profession. This includes informed consent, honesty, patient rights v. paternalism, euthanasia, abortion, surrogate parenting, maternal/fetal conflicts, medical experimentation, AIDS and the allocation of scarce resources, and bioethical problems arising from race, gender, ethnicity, and class. *Prerequisite: PHI 21 or an ethical theory course approved by the philosophy department.* GS-VB2

PHI 170 Social and Political Philosophy (3)

A study of the traditions of social and political theories, including an examination of the nature of persons and of society, the nature and justification of government, political rights and political obligation, justice and equality, the relationship between personal morality and social and political goals and the inclusion of women and minorities in society and government. *Prerequisite: one lower division course in philosophy.* GS-VB1

PHI 172 Marxism (3)

An examination and comparison of some of the central works of Marx, Engels, Lenin, Mao, and other writers in the Marxist tradition with a focus on the criticisms of capitalism, the revolution to establish communism, the nature of communist society; and the relevance to the contemporary world and the future of Marxist/socialist societies. *Prerequisite: One lower division course in philosophy. Offered only on request and/or every three years.* GS-VB1

PHI 174 Aesthetics (3)

A study of the philosophical concerns around the creative process, the creative product (the artwork, the film, the piece of music), and the aesthetic evaluation of the work. This includes a study of the classical thinkers of aesthetics (e.g., Aristotle, Plato, Croce, Langer, Tolstoy), as well as contemporary thinkers and issues in the field. Specific theme topics will include multicultural perspectives (e.g. Chicano murals, African-American film directors, women in film) and how cultural concepts (e.g. what is a "hero") are expressed in art. Generally, the course uses one art form (film, painting, photography, music etc.) or a theme (e.g. Shamanic and non-traditional art forms) as the semester focus to allow for in-depth study. *Prerequisite: one lower division course in philosophy. GS-VB1, VI*

PHI 176 Philosophy in Literature (3)

A study of the ways in which philosophical concerns get expressed in literature and how the very medium of literature allows another dimension of philosophical expression to be developed. Generally a particular theme is used (e.g. Personal Identity theory or the Ideal Society or Language and Being). This involves one or two philosophical works (e.g. Plato's *Republic*, constructing a utopia), and novels or plays (e.g. Atwood's *Handmaid's Tale*, Toni Morrison's *Beloved*, Silko's *Ceremony* – raising challenges to Plato's utopia). This course integrates classical philosophical issues in literature with multicultural and non-traditional expressions and concerns. *Prerequisite: One lower division course in philosophy. GS-VB1, VI*

PHI 178 Philosophy of Women (3)

A critical study of traditional and contemporary conceptions of women and various manifestations of the oppression of women

particularly in Western societies and the U.S. and especially for women of color. Various strategies of addressing women's issues will be studied, including various forms of feminism and research on or by women and of the women's movement will be explored from diverse perspectives, especially those of women of color. *Prerequisite: one lower division course in philosophy. GS-VB1, VI*

PHI 179 Women and Values (3)

An examination of women's perspectives in areas reflecting values, including ethics, aesthetics and art, political and social theory, the law, and religion. The course focuses on how women tend to perceive values differently than men and the contributions women make to value theory as well as the problems of interpretation and practice that these differences raise, e.g. regarding sexual harassment, pornography, or the value of attachment. Differences among women, especially cultural differences, will be explored throughout. *Prerequisite: one lower division course in philosophy. GS-VB1, VB2, VI*

PHI 180 Workshop (1-3)

May be repeated for credit. *Offered only on request.*

PHI 195 Directed Reading (1-3)

May be repeated for credit. *Offered only on request.*

PHI 198 Special Topics (1-3)

May be repeated for credit.

PHI 199 Senior Thesis (1-3)

May be repeated for credit. *Offered only on request.*

PHI 199H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Physical Education

See Special Programs.

Physical Science

Departmental Affiliation: Physical Sciences and Mathematics

PHS 1 Scientific Concepts (3)

A course in the basic principles of chemistry and physics with particular emphasis on the application of these principles to contemporary concerns. **GS-II, IIID**

PHS 2 General Physical Science (3)

This course for the non-science major surveys the four main fields of physical science: physics, chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers. **GS-II,IIID**

PHS 4 Elementary Environmental Studies (3)

An introduction to the study of man's physical resources and environment leading to a consideration of the problems of conservation and pollution. *Prerequisite: PHS 1 or PHS 2.* **GS-II,IIID**

PHS 5 Selected Topics in Physical Science (1-3)

Prerequisite: Consent of the department. **GS-II,IIID**

Physical Therapy

The Department of Physical Therapy offers physical therapist and physical therapist assistant entry level degree programs. The entry level Master of Physical Therapy degree program is designed to prepare the graduate to enter practice as a generalist physical therapist.

The entry level Physical Therapist Assistant program offers an Associate of Arts degree program, and a certificate program for individuals holding college degrees from accredited institutions.

Philosophy

Physical Therapy is a health profession dedicated to the improvement of the quality of life. It is a profession of service to humanity which is holistic in nature and provides services to persons of all ages. Physical therapy means the examination, treatment, and instruction of persons to detect, assess, prevent, correct, alleviate, and limit acute or prolonged movement dysfunction and includes the administration, interpretation, and evaluation of tests and measurements of body functions and structures; the planning, administration, evaluation, and modification of treatment and instruction including the use of therapeutic processes; and the provision of consultative, educational and other advisory services for the purpose of preventing or reducing the incidence and severity of physical disability, movement dysfunction, body malfunction, and pain. In performance of these services, the role of the physical therapist assistant is to provide direct patient treatment under the supervision of a qualified physical therapist.

Physical therapy is a profession which promotes maximum human performance by facilitating an individual's responsibility for his or her own health. The profession is an autonomous profession, often described as a science applied in an artful manner. Because the primary focus of the profession is the diagnosis and correction of movement dysfunction, the practitioner necessarily must possess a thorough understanding of the human being: structurally, functionally, psychosocially, and spiritually. As the profession is rooted in the humanistic values of compassion, caring, hope and integrity, all persons are recognized as unique composites of body, mind, emotion and spirit, worthy of respect for their dignity as whole individuals.

To be a competent and compassionate physical therapy practitioner of the highest quality requires being a critically thinking problem solver, being an able communicator and being an adept teacher. With these skills relationships of mutual trust and responsibility can develop and mature in rehabilitation or recovery, in trauma or disease, in illness or healing. The ability to establish relationships with patients potentiates results and maximizes the outcomes of care.

Physical therapists and physical therapist assistants are integral members of the health care team within the health care delivery system. Within this context they impart their knowledge and skills through competent and compassionate patient care, enlightened education, scholarly activity and research, and quality consultation.

The Physical Therapist Assistant Program

The entry level physical therapist assistant program has an Associate of Arts option and a Certificate option for students holding an Associate or Baccalaureate degree.

Philosophy of PTA Program

Physical therapist assistants are integral members of the health care team who work in close association with physical therapists to implement and carry out each patient's individualized plan of treatment throughout the continuum of care, from onset of dysfunction to ultimate discharge.

To be maximally effective in this capacity, the physical therapist assistant must have an educational foundation rooted in both the liberal arts and the sciences. In the liberal arts, the student discovers the person and service-oriented aspects of health care, including:

- an understanding of human beings, their inherent dignity and their diverse cultures and ethnicity;
- an ethical value basis for decision making;
- an appreciation for the holistic nature of health that encompasses body, mind, spirit, and emotion;
- a respect for the role of compassion and communication in health and healing.

From the sciences, the student develops an understanding of the functions, systems and processes that comprise the human body. Students investigate the physical, mental and emotional effects of health and wellness, rehabilitation and prevention, illness, disease and dysfunction. This knowledge is integrated into each student's foundation for learning the professional component of the program.

The educational, technical and professional aspects of the physical therapist assistant program provide the student with learning experiences designed to weave the academic and clinical components of learning into an integrated cohesive whole, representative of the current state of practice spanning the continuum of care and age span. The curriculum is hierarchical in nature, progressing from simple concepts and principles to the understanding of complex ideas. It builds on a firm foundation and understanding of normal structure and function before proceeding to pathology and dysfunction. The problem solving approach to practice is facilitated by providing appropriate clinical experiences during semesters.

Ultimately, students learn to be educators, communicators and competent physical therapist assistants through faculty and clinician-based individualized attention; ongoing opportunities for both directed and independent practical application; opportunities for experience in a variety of health care settings; and exposure to activities available in the professional community.

General Information

The Associate in Arts degree and Certificate options for the Physical Therapist Assistant consist of academic coursework and three 6-week clinical internships during the summer following the academic component.

The educational program focuses on the knowledge and application of biological and physical principles/concepts, the development of physical therapy skills, the discovery of oneself and one's relationship to man and his environment. The student will be prepared to begin to understand and to respond to the psychological, emotional, physical and social needs of patients and their families.

The program is fully accredited by the American Physical Therapy Association. Upon successful completion of the program, the graduate will be eligible to apply for and complete the certifying/licensing examination in California and other states.

Physical Therapist Assistant Program Options

In order to meet the needs of our student population, as well as the changing health care needs of our community and society at large, Mount St. Mary's College has three different options for students wishing to pursue a career as a physical therapist assistant:

- Option I: Associate of Arts Degree/Physical Therapist Assistant Certificate
- Option II: Preparatory Program for AA Degree/PTA Certificate
- Option III: Physical Therapist Assistant Certificate for degree holding applicants.

Requirements for Admission to the Program

All students interested in the physical therapist assistant (PTA) program must first apply to Mount St. Mary's College. Freshman A.A. applicants apply only to the college. Following review of the college application, the college admissions department will send the sophomore A.A. or Certificate applicant a PTA Program application. Application to the Department of Physical Therapy must be postmarked by February 15 of the year of intended enrollment in the professional component of the program in September. Applications will be processed only when all the required information is received. The application must include:

- 1) a completed PTA Program application;
- 2) a completed verification form of exposure/experience in the field of physical therapy; (the exposure must be in a physical therapy department and supervised by a licensed physical therapist; 100 hours minimum as a volunteer/employee);
- 3) two letters of recommendation – one from a physical therapist who can attest to the applicant's potential in the field of physical therapy and the other from someone who can speak to the applicant's character and ability to relate to people/patients.

Students apply for acceptance into the PTA program at the first of the year before the fall semester of enrollment. (See Requirements for Admission above.) MSMC graduates will be the first applicants reviewed and will be selected first, if they meet all the criteria. Acceptance is determined by the program admission committee (department chair, program director, faculty, PTA clinicians, and a MSMC admissions representative) and is contingent upon verification of degree, completion of prerequisites and other requirements for admission to the program.

Advisement:

Prior to admission to the physical therapist assistant (PTA) program, students selecting Options I or II will be assigned an advisor by the Director of Advisement at the Doheny campus. Once students have been admitted to the program, they will be advised by a member of the PTA program faculty. Students selecting Option III will be advised by the PTA Program Director.

Option I: Associate of Arts Degree/Physical Therapist Assistant Certificate

Students selecting this option must:

- meet the general admission requirements of the College;
- show transcript evidence of having successfully completed one year of high school biology with a laboratory and one year of algebra;
- complete the first semester of course work with a minimum 2.5 cumulative grade point average (GPA);
- successfully complete a four-semester unit Human Anatomy course with a laboratory and a four-semester unit Human or Medical Physiology course with a laboratory with a minimum grade of C.

During the first year of study, the student is not enrolled in the physical therapist assistant (PTA) program. Students apply for acceptance into the PTA program in the spring before the fall semester of the sophomore year. MSMC freshman PTA students will be the first applicants reviewed and will be selected first, if they meet all the criteria. Acceptance is determined by the program admission committee (department chair, program director, faculty, PTA clinicians, and a MSMC admissions representative) and is contingent upon successful completion of the spring semester of academic work and other application requirements. Students selecting Option I may complete the 100 hours of exposure/experience requirement in the summer prior to fall enrollment in the PTA program or before.

Coursework Sequence

Year I

Fall

ENG 10A	English	(3)
BIO 40A	Human Anatomy + Lab	(4)
PSY 1	General Psychology	(3)
SPR 80	Freshman Orientation	(1)
RST	Religious Studies Elec.	(3)
PTH 42	Intro. to PT/Role PT	(2)
		(16)

Spring

ENG 10B	English	(3)
BIO 50B	Human Anatomy + Lab	(4)
HSP 94	Topics in Aging	(3)
PHI	Philosophy Elective	(3)
PTH 41	Functional Procedures	(3)
		(16)

Year II**Fall**

GE	General Elective	(3)
PTH 43	PT Procedures I	(3)
PTH 44	PT Procedures II	(4)
PTH 49A	Clinical Pathology I	(2)
PTH 48A	Communications I	(1)
PTH 52A	Clinical Seminar I	<u>(1.5)</u>
		(14.5)

Spring

PTH 45	PT Procedures III	(3)
PTH 46	PT Procedures IV	(4)
PTH 50	PT Procedures V	(2)
PTH 49B	Clinical Pathology II	(3)
PTH 48B	Communications II	(1)
PTH 52B	Clinical Seminar II	<u>(1.5)</u>
		(14.5)

Summer

PTH 47A	Clinical Internship I (6 weeks)	(4)
PTH 47B	Clinical Internship II (6 weeks)	(4)
PTH 47C	Clinical Internship III (6 weeks)	<u>(4)</u>

Option II: Preparatory Program for AA Degree/Physical Therapist Assistant Certificate

This course of study is designed for students whose previous performance and/or placement testing results indicate the need for additional support in academic preparation and skill development. The Preparatory Program adds an additional year to Option I so that students can take the appropriate coursework to establish the foundation necessary for successful participation in the AA Degree/PTA Certificate Program. Successful completion of this preparatory coursework with a 2.5 cumulative GPA would enable the student to transition to the first year of Option I.

Option III: Physical Therapist Assistant Certificate

Students selection this option must:

- hold an Associate or Baccalaureate degree from an accredited college or university;
- have a 2.5 overall GPA for the most recent 30 units of college coursework and have at least one semester of full-time study;
- have completed a four-semester unit Human Anatomy course with a laboratory and a four-semester unit Human or Medical Physiology course with a laboratory with a minimum grade of C.

Coursework Sequence

Fall

PTH 41	Functional Procedures	(3)
PTH 42	Intro. PT/Role PTA	(2)
PTH 43	PT Procedures I	(3)
PTH 44	PT Procedures II	(4)
PTH 48A	Communications I	(1)
PTH 49A	Clinical Pathology I	(2)
PTH 52A	Clinical Seminar I	<u>(1.5)</u>
		(16.5)

Spring

PTH 45	PT Procedures III	(3)
PTH 46	PT Procedures IV	(4)
PTH 50	PT Procedures V	(2)
PTH 48B	Communications II	(1)
PTH 49B	Clinical Pathology II	(3)
PTH 52B	Clinical Seminar II	<u>(1.5)</u>
		(14.5)

Summer

PTH 47A	Clinical Internship I (6 weeks)	(4)
PTH 47B	Clinical Internship II (6 weeks)	(4)
PTH 47C	Clinical Internship III (6 weeks)	<u>(4)</u>

(12)

Department Policies

Successful completion of each program option requires a minimum academic achievement of a 2.0 GPA each semester. If a student's performance in the clinical setting is determined to be unsatisfactory and/or unsafe, the student may be disqualified from the program. In the event of unsatisfactory performance, the student's record is reviewed by the faculty to determine the appropriate final action.

At the beginning of the first semester of the professional program, the student must submit a written report of a chest X-ray, updated immunizations (including rubella), and a physical examination. The student must be certified in CPR (1 man, 2 man, child and infant) before beginning the summer clinical portion of education.

During the clinical phase of the program, students are required to carry health insurance through the College or other source and malpractice insurance which is obtained through Maginnis and Associates. Students are required to provide their own transportation to clinical sites and their own uniforms as specified by the program and/or facility.

Time will be spent in clinic during each semester of the professional program. These sites will be located as close to the school as possible. The three 6-week clinical affiliations will be scheduled at clinical sites which have contracts with MSMC and at those sites which are available. Students should plan on at least one 6-week clinical not being within commuting distance from her/his home.

Physical Therapist Assistant The A.A. Degree

General Electives: (Options I and II)

The Associate in Arts general education requirements can be met by taking the following required courses:

ENG 10AB	Communications Skills	(6)
BIO 40A	Human Anatomy	(4)
BIO 50B	Human Physiology	(4)
HSP 94	Topics in Aging	(3)
PSY 1	General Psychology	(3)
SPR 80	Freshman Orientation	(1)
PHI	Philosophy Elective	(3)
RST	Religious Studies Elective	(3)
GE	General Elective (Art, Music, Literature, History, Economics, or Politics)	(3)
		<hr/>
		(30)

Professional Requirements: (Options I, II, and III)

PTH 41	Functional Procedures	(3)
PTH 42	Introduction to Physical Therapy/ Role of the Physical Therapist Assistant	(2)
PTH 43	Physical Therapy Procedures/Modalities	(3)
PTH 44	Physical Therapy Procedures II/ Therapeutic Exercise	(4)
PTH 45	Physical Therapy Procedures III Advanced Modalities	(3)
PTH 46	Physical Therapy Procedures IV Neurologic Therapeutic Exercise	(4)
PTH 48A	Communications I	(1)
PTH 48B	Communications II	(1)
PTH 49A	Clinical Pathology I	(2)
PTH 49B	Clinical Pathology II	(3)
PTH 50	Physical Therapy Procedures V	(2)
PTH 52A	Clinical Seminar I	(1.5)
PTH 52B	Clinical Seminar II	(1.5)
PTH 47A	Clinical Internship I	(4)
PTH 47B	Clinical Internship II	(4)
PTH 47C	Clinical Internship III	(4)
		<hr/>
		(43)

PTH 41 Functional Procedures (3)
 Development of skills in the areas of observation and measurement with emphasizing normal posture and gait, goniometry, gross manual muscle testing, kinesiology and functional anatomy. 2 hours lecture/3 hours lab. *Prerequisites: successful completion of BIO 40A and PTH 42 Options I and II; admission to Option III.*

PTH 42 Introduction to Physical Therapy and the Role of the Physical Therapist Assistant (2)

Introduction to physical therapy practice and the role of the physical therapist assistant providing direct patient care. Includes discussion of health care professions, the health care system, ethics, the law and documentation. 2 hours lecture. *Prerequisite: PTA declared major Option I, successful completion of preparatory courses Option II, admission to Option III.*

PTH 43 Physical Therapy Procedures I/Modalities (3)

Basic physics principles relating to use of heat, cold, light and sound. Basic principles and techniques of superficial heat, cryotherapy, ultrasound, infrared, ultraviolet and massage, including physiological/therapeutic effects; indications and contraindications. Sections on taking vital signs, positioning and draping, infection control and chest physical therapy. Procedures are coordinated with course content in PTH 49A. 2 hours lecture/3 hours lab. *Prerequisite: successful completion of BIO 40A and 50B for all Options; successful completion of BIO 40A and 50B for all Options; successful completion of PTH 41 and 42 for Options I and II.*

PTH 44 Physical Therapy Procedures II/Therapeutic Exercise (4)

Basic therapeutic exercise principles and procedures for all age groups. Includes: body mechanics, patient mobility and transfer techniques, range of motion, progressive exercise techniques with and without the use of equipment, basic gait training, and wheelchair management. Emphasis on orthopedic, cardiopulmonary and general medical conditions in coordination with course content in PTH 49A. 2.5 hours lecture/4 hours lab. *Prerequisites: successful completion of PTH 41 and 42 for Options I and II.*

PTH 45 Physical Therapy Procedures III/Advanced Modalities (3)

Basic principles and techniques of hydrotherapy, traction, intermittent compression and electrical currents, including physiological/therapeutic effects, indications and contraindications. Procedures are correlated with clinical pathology for wounds, burns and neuromuscular conditions in coordination with course content in PTH 49B. 2 hours lecture/3 hours lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 46 Physical Therapy Procedures IV/Neurologic Therapeutic Exercise (4)

Therapeutic exercise with emphasis on pediatric and adult neurologic conditions. Includes: motor control theories, development sequence, facilitation/inhibition techniques, and gait observation and training with neurologic patients. Environmental and equipment issues are addressed. 3 hours lecture/4 hour lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 48A Communications I (1)

Basic principles of communication with others. Patient interviewing skills and elements of patient/therapist relationships (such as distancing and closeness), cultural diversity, sexuality, ethics and values. 2 hours lab. *Prerequisite: successful completion of BIO 40A and 50B for all Options; successful completion of PTH 41 and 42 for Options I and II.*

PTH 48B Communications II (1)

Continuation of PTH 48A. Emphasis on role of PT/PTA as member of health care team. Team communication skills. Professional effectiveness training, including assertiveness, support networks and coping skill; 2 hour lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 49A Clinical Pathology I (2)

Study of disease process across the age span with emphasis on pathology of musculoskeletal and cardiopulmonary systems, and general medical disease processes. 2 hours lecture. *Prerequisites: successful completion of BIO 40A and 50B for all Options; successful completion of PTH 41 and 42 for Options I and II.*

PTH 49B Clinical Pathology II (3)

Study of disease processes across the age span with emphasis on wounds, burns, oncology, aging, and neurological and female systems. Includes sections on pharmacology and physical therapy. 3 hours lecture. *Prerequisite: successful completion of all prior PTA courses.*

PTH 50 Physical Therapy Procedures V (2)

This course is divided into 2 modules. The first portion of the semester will cover basic principles of prosthetics and orthotics; gait observation and training with prosthetics/orthotics; treatment of oncologic and female diseases/disorders. The second portion of the semester will cover issues such as personnel management, quality assurance, reimbursement, issues and in-depth discussions of ethics and the law as it relates to physical therapy. 1.5 hours lecture/2 hours lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 52A Clinical Seminar I (1.5)

Seminar course which meets once a week throughout the semester to discuss application of clinical skills learned in PTH 41 and 44. Students will also be assigned to a clinic for 4 hours a week for 10 weeks during the semester to practice clinical skills learned in courses noted above under the direct guidance and supervision of a qualified physical therapist/physical therapist assistant. 1 hour seminar discussion/4 hours clinic lab. *Prerequisites: successful completion of BIO 40A and 50B for all Options; successful completion of PTH 41 and 42 for Options I and II.*

PTH 52B Clinical Seminar II (1.5)

Seminar course which meets once a week throughout the semester to discuss application of clinical skills learned in PTH 41, 42, 44, 45, 46 and 50. Student will also be assigned to a clinic for 4 hours a week for 10 weeks during the semester to practice clinical skills learned in courses noted above under the direct guidance and supervision of a qualified physical therapist/physical therapist assistant. 1 hour seminar discussion/4 hours clinic lab. *Prerequisite: successful completion of all prior PTA courses.*

PTH 47A Clinical Internship I (4)

A 6-week clinical experience during the summer following the second semester of professional coursework. The affiliation experience is under the guidance and supervision of qualified physical therapists/physical therapist assistants. Learning experiences will provide the student with an opportunity to identify and assume her/his role on the health care team and to apply the holistic approach to patient care. 240 hours. *Prerequisite: successful completion of previous PTA courses.*

PTH 47B Clinical Internship II (4)

Continuation of PTH 47A. A second 6-week clinical experience. 240 hours. *Prerequisite: successful completion of previous PTA courses.*

PTH 47C Clinical Internship III (4)

Continuation of PTH 47A and B. Third 6-week clinical experience. 240 hours. *Prerequisite: successful completion of previous PTA courses.*

THE MASTER OF PHYSICAL THERAPY DEGREE

This program offers professional education based on a foundation of liberal arts and sciences. It is a twenty-seven month program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy evaluation and treatment/management principles and procedures.

The total educational experience of the student involves lifetime learning and the physical therapy curriculum is designed to facilitate this attitude throughout the student's acquisition of knowledge and development of intellectual skills, cognitive abilities, and practice competencies. The program design provides early integration of clinical experiences to foster maximum development of the student's clinical thought processes and to provide opportunities for mastery of the personal and skill-based competencies requisite for entry level practice. As integral members of the health care team, graduates impart their knowledge and skills through competent and compassionate patient care, enlightened education, scholarly activity and research, and quality consultation.

The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled practitioners, critical thinking problem solvers, able communicators and adept teachers. Students experience and discover the person and service oriented aspects of health care including:

- an understanding of the holistic nature of health, integrating body, mind, spirit and emotion
- an understanding of human beings and their inherent dignity
- a respect for the role of compassion and communication in health and healing
- a respect for the role of mutual trust and responsibility in patient relationships
- an ethical basis for decision making

The program is accredited by the Commission on Accreditation in Physical Therapy Education, the official accrediting body for Physical Therapy Education Programs. Upon successful completion of all clinical and academic requirements, the degree of Master of Physical Therapy is awarded. Graduates are eligible for licensure in all fifty states, the District of Columbia and Puerto Rico.

Admission Requirements:

- * Completion of a baccalaureate degree from an accredited institution of higher education
- * Cumulative Grade Point Average (for the last 30 units of study) of 3.0 on a 4.0 scale
- * Science Grade Point Average for all science courses of 3.0 on a 4.0 scale
- * Composite Score of 1000 on the Graduate Record Examination with no less than 500 each on both the verbal and quantitative parts
- * Knowledge of the profession attained preferably by paid or volunteer clinical experience in a hospital setting.
- * Demonstration of satisfactory written and oral communication skill (essay and interview)
- * Completion of all prerequisites by the end of the Spring semester of the year of intended enrollment
- * Acceptable letters of reference, one each from an academician with direct knowledge of the applicant's academic ability, a physical therapist who can address the

applicant's clinical potential and communication skills, and an individual who can address the applicant's problem solving skills

- * For applicants whose first language is other than English, a TOEFL score of at least 550
- * Submission of completed application, all transcripts, Graduate Record Exam and TOEFL scores, and the application fee

Applications must be submitted directly to the Department of Physical Therapy and postmarked by or before January 15th of the year of intended enrollment. Applications will be processed only when application fee is paid and all transcripts, GRE scores, TOEFL scores (if applicable) and letters of recommendation are received. Incomplete applications will not be considered for admission. MSMC graduates will be the first applicants reviewed and will be selected first, if they meet all the criteria.

The Physical Therapy Admissions Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants will be notified of their status no later than May 1st.

Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin.

Individuals who received their baccalaureate degree outside of the United States must have their credentials evaluated by a recognized testing agency before the application for admission to the MPT degree program will be processed.

The Department of Physical Therapy is located on the Chalon campus at 12001 Chalon Road, Los Angeles, CA. 90049. Clinical facilities are utilized throughout California and the United States. A car is essential transportation to and from clinical facilities.

Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Financial Aid Office on the Chalon Campus.

The tuition for the MPT program 1994-1995 academic year is \$17,070 per year. Clinical affiliations will cost \$1100.

Requirements for the Professional Program

The Master of Physical Therapy program offers the student the first professional degree. As such, to remain in the program, the student must achieve grades of C or higher in all physical therapy courses. A grade point average of 2.5 is required in each semester's course work for continuation in the program. The letter grade of D in one course results in suspension from the program until the course is repeated and a letter grade of C or higher is achieved. One repeat of a course is permitted. Letter grades of two or more D's or one F result in dismissal/disqualification from the program.

A cumulative average of less than 2.5 in any given semester will result in academic probation. Two sequential semesters of academic probation will result in dismissal from the program. The student must obtain a 2.5 cumulative GPA by the end of the semester immediately following the semester that resulted in probation status in order to remain in the program. If a student's performance in a clinical setting is unsatisfactory or unsafe according to the standards of the facility, the college, the accrediting agency, or the state, the student may be suspended or disqualified from the program.

Before enrollment and at the beginning of the second and third years, students must submit written evidence of a chest x-ray, current immunization and a physical examination.

During all clinical aspects of the program, students are required to carry health insurance and malpractice insurance. Students are responsible for their own transportation to and from clinical facilities and for their own uniforms.

Curriculum: Prerequisite Courses

To be acceptable, prerequisite courses must be similar in unit value to those offered by Mount St. Mary's College and letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units equals two semester units.

All applicants must show evidence of satisfactory completion of the following specific courses:

- Biology (General) 2 semesters (8 units)
- Cell Biology: 1 semester (4 units) or related additional upper division biology coursework
- Chemistry: 2 semesters (8 units)
- Communication (written and oral) 1 semester each (6 units)
- Human Anatomy: 1 semester (4 units)
- Human Physiology: 1 semester (4 units)
- Physics: 2 semesters (8 units)
- Psychology: 3 semesters (9 units): general, developmental, elective
- Statistics: 1 semester (3 units)

Prerequisite science courses must have been taken within the last ten (10) years at an accredited college or university in the United States.

Recommended (not required):

- Computer Science/Literacy
- Ethics/Logic
- Gerontology
- Kinesiology
- Motor Learning/Development
- Psychobiology

Design

The program begins with normal structure and function and fundamentals of the profession and health care system. The academic curriculum proceeds to a semester devoted to musculoskeletal dysfunction, then a semester concentrating on neurological dysfunction and culminating with a semester emphasizing cardiopulmonary dysfunction. Within the first two clinically oriented academic semesters are two weeks of full time clinical practicum. Practicums provide direct experiences of classroom learning and foster the development of clinical problem solving skills. These semesters are followed by six week clinical internships that allow students to experientially incorporate the learning and skills from the prior semester. During the affiliation semesters, students are provided with unstructured time, offering them an opportunity to complete their research, or work and gain more clinical experience, or enjoy some well deserved rest and relaxation. The final clinical internship is three months in duration and completes the program of study in December two years following initial enrollment.

MPT Course Descriptions

PTH 201AB Gross Anatomy (5,4)

The first semester of a two semester course devoted to the study of the regional gross structure of the human body. The emphasis is on the function of the neuromusculoskeletal system. Therefore, traditional kinesiology and introductory biomechanics are studied along with regional gross structure. The student is introduced to clinical problem identification through discussion of the anatomical bases for somatic dysfunction. Cadaver dissection is augmented by lecture, discussion, and patient problems. Emphasis on Lower extremity and trunk.

Physical Therapy 201B is a continuation of the regional gross structure of the human body. Emphasis is on upper extremity, head, and neck.

PTH 202 Human Life Sequences (3)

This course will examine normal growth and development. All aspects of development are considered including, biological, cognitive, emotional, social, and spiritual. The emphasis of the course will be across the age span from conception to death.

PTH 203 Physical Therapy Procedures (2)

Introduction to principles of patient care, evaluation and management. Patient skills include proper body mechanics, patient positioning, bed mobility, transfer and gait training. Evaluation skills include w/c and w/c cushion selection, evaluation of transfer and assistive device need, and gait analysis. Students learn to perform and teach PNF patterns of the upper and lower extremity and trunk.

PTH 204 Introduction to Physical Therapy (1)

History and current structure of the health care delivery system in the United States with emphasis on: changing environments and the roles of economics and demographics; history, role and status of physical therapy; implications for the future including current issues facing physical therapy today.

PTH 205 Ethics and Law in Physical Therapy (2)

Exploration of ethical and legal considerations in health care with major focus on physical therapy practice.

PTH 206 Education Seminar in Physical Therapy (2)

Teaching in a clinical setting focused on preparation for the development of patient education, staff development (in-service) and clinical education programs. Includes principles of teaching, health behaviors, instructional design and evaluation. Specific emphasis on preparation of the student for future clinical education experiences.

PTH 207ABCD Interpersonal and Interprofessional Relationships

($\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$)

Interpersonal and interprofessional relationships serve as the framework for exploring the dynamics of human communication. Both the art and science of physical therapy are practiced within the context of the environment created through communication. This laboratory/workshop course happens in four segments over the four academic semesters and is an experiential opportunity for the student to develop, practice and apply techniques and principles of all phases of effective communication.

PTH 210A Pathology-Orthopaedics and Medical Science (2)

Study of the general principles of cellular pathology and the inflammation process. Following a general introduction, the content of the course will focus on blood borne and orthopaedic pathologies. The pathologies discussed will center around disease entities commonly evaluated and treated by physical therapists.

PTH 210B Pathology-Neurology and Medical Science (2)

Study of pathology, diagnosis and prognosis of clinical disorders of the peripheral and central nervous systems. Emphasis is on the sensorimotor sequelae of disease or injury. The course material is integrated with neuroanatomical/neurophysiological concepts and principles as taught in PTH 221 (Neuroscience) and PTH 222 and PTH 223 (Assessment and Management of Neurological Dysfunction).

PTH 210C Pathology and Medical Science III (1)

Study of pathology, diagnosis of general medical conditions, cardiovascular and pulmonary diseases and courses.

PTH 211 Assessment of Orthopedic Dysfunction (3)

Evaluation techniques for musculoskeletal dysfunction presented by regions of the body. Includes assessment procedures and problem solving in the evaluation of physiological range of motion, strength, posture and joint integrity. Course is closely integrated with PTH 212 in order to provide a thorough and unified approach to evaluation of orthopedic disorders.

PTH 212 Management of Orthopedic Dysfunction (3)

A lecture laboratory course in the management of orthopedic dysfunction. This course is designed to introduce the student to the subjective and objective organization of the examination, and expose the student to treatment procedures presented by regions of the body. This course is closely integrated with PTH 211 in order to provide a thorough and unified approach to evaluation and management of orthopedic disorders.

PTH 214 Therapeutic Modalities (3)

Study of heat, light, sound, water and mechanics in the treatment of disease and dysfunction.

PTH 215A Research Methods (1)

Introduction to the philosophy and principles of scientific methods of inquiry used in research and problem solving. Includes identification of problems, construction of hypotheses, and development of research question and proposal.

PTH 215B Research Methods (1)

Directed study in which the student will apply the principles learned in 215A. This independent study course is concerned with the research design, methodology and data collection components of the research endeavor.

PTH 220A Clinical Affiliation - I (5)

Integrate academic knowledge, developed during first year of the curriculum, with clinical skill development. Opportunities for supervised practice with clients having musculoskeletal dysfunction are provided.

PTH 220B Clinical Affiliation - II (5)

Integrate academic knowledge developed during the third academic semester with clinical skill development. Opportunities for supervised practice in patient care with clients having orthopedic or neurological dysfunction.

PTH 220C Clinical Affiliation - III (8)

Integrate academic knowledge developed during the program with the clinical skill development. Opportunities for supervised practice in patient care in general or specialized settings will be provided.

PTH 220D Clinical Affiliation - IV (Special) (Variable)

Clinical internship utilized only for repeating "No Credit" grade for clinical affiliation (A, B, or C). May be utilized one time only.

PTH 221 Neurosciences (4)

A lecture course devoted to an indepth study of the structure and function of the human nervous system. Normal structure and function are discussed as a foundation to understanding dysfunction. Topics are sequenced so that the student can integrate this course content with the content of the other semester courses on nervous system structure, function, dysfunction, evaluation and treatment.

PTH 222 Assessment of Neurological Dysfunction (2)

Evaluation of neurological dysfunctions in relation to the foundations of and mechanisms for normal human movement. Course includes central and peripheral nervous system dysfunction. Course is closely coordinated with neuroanatomical and neurophysiological concepts and principles taught in PTH 221 (Neuroscience) and integrated with clinical pathologies of the nervous system taught in PTH 210B (Pathology II), and with PTH 223 course content.

PTH 223 Management of Neurological Dysfunction (4)

Treatment planning and implementation of patient care procedures for neurological dysfunction, including central and peripheral nervous system dysfunction. Course is closely coordinated with neuroanatomical and neurophysiological concepts and principles taught in PTH 221 (Neuroscience).

and integrated with clinical pathologies of the nervous system taught in PTH 210B (Pathology II), and with PTH 222 course content.

PTH 224 Electrotherapy (2)

Principles and procedures of electrodiagnosis and electrotherapy. Emphasis on neuromuscular assessment and management and pain management.

PTH 230 Exercise Physiology (2)

Muscle, nerve and cardiorespiratory physiology as these relate to exercise performance, deconditioning and rehabilitation in disorders of the neurological musculoskeletal, cardiopulmonary and endocrine systems.

PTH 231 Assessment of Cardiopulmonary/Gen Med Dysfunction (2)

Detailed evaluation of the cardiac patient and the pulmonary patient and other critically ill patients.

PTH 232 Management of Cardiopulmonary and Gen Med Dysfunctions (3)

Treatment planning and implementation of therapeutic procedures for cardiac and pulmonary patients and other critically ill patients. Includes primary and secondary preventive measures and rehabilitation concepts.

PTH 233 Management of Physical Therapy Services (3)

Principles of organization and administration of the physical therapy services including: relationship to the organizational/administrative structure of the institution; delivery of physical therapy services within multiple settings; basic philosophy and concepts of community health; coordination of care in multi-disciplinary settings; and the relationship of the overall health-care environment to delivery of service. Administrative structures, policies and resources; fiscal and facility management issues; personnel and professional policies and procedures; quality management and the future of the profession will all be addressed.

PTH 234 Prosthetics/Orthotics (2)

Introduction to the principles and uses of prosthetics and orthotics, biomechanical and kinesiological principles utilized in the

fitting, construction, and use of these external devices. Gait analysis and training for this patient population.

PTH 235 Assessment and Management of Geriatric Dysfunction (3)

A survey of the special needs and concerns of the elderly, focusing on physical, psychological, and socio-economic changes. After identification of client needs, appropriate intervention strategies are identified.

OPTION: Must Select ONE

PTH 240ABCD Advanced Physical Therapy Techniques (3,3,3,3)

A. Orthopedic: A lecture laboratory course covering detailed evaluation and management of the orthopedic patient. Major focus is manual therapy. Both spinal and peripheral problems are explored.

B. Neurological: A lecture laboratory course covering detailed evaluation and management of the neurological patient. Building on prior learning, assessment and treatment techniques and strategies, documentation, and problem solving methods will be explored and practiced.

C. Pediatrics: A lecture laboratory course to introduce the student to detailed evaluation and management of the pediatric patient.

D. Geriatrics: A lecture/laboratory course to introduce the student to detailed evaluation and management of the geriatric patient including preventive programs.

PTH 298AB Independent Study (1-4)

The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper, report or successful completion of oral and/or written examinations.

PTH 299AB Directed Research (1,1)

An independent study course concentrating on the data collection component, and the writing and finalization of the research endeavor. Hours are arranged between the student and the research advisor.

Physics

Departmental Affiliation: Physical Sciences and Mathematics

PHY 1A Introductory Physics IA (4)
Lecture, three hours; discussion, one hour. An algebra-based physics course covering statics, dynamics, and an introduction to electricity. *Prerequisite: Two years of high school mathematics and a satisfactory performance on the Mathematics Placement Examination or completion of MTH 1 with a grade of C– or better.* GS-IIID

PHY 1B Introductory Physics IB (3)
Lecture, three hours. Continuation of PHY 1A: electricity, magnetism, optics, and an introduction to modern physics. *Prerequisite: C– or better in PHY 1A.*

PHY 1BL Introductory Physics Laboratory (1)
Experiments in mechanics, electric fields, circuits, optics, radioactivity. Emphasis is placed on quantitative analysis of data. *Prerequisite: Grade of C– or better in PHY 1A (or PHY 11A) and concurrent enrollment*

in PHY 1B (or PHY 11B) or completion of PHY 1B (or 11B) with a grade of C– or better.

PHY 11A Mechanics (4)
Lecture, three hours; discussion, one hour. A calculus-based physics course covering the statics and dynamics of particles, gravitation, potentials and fields, and fluid mechanics. *Prerequisite: A calculus course, concurrent enrollment in MTH 3A, or consent of instructor.*

PHY 11B Electricity, Magnetism, and Optics (3)
Lecture, three hours. A calculus-based physics course covering electric and magnetic fields, circuit theory, and optics. *Prerequisite: PHY 11A or consent of instructor.*

PHY 5 Selected Topics in Physics (1-3)
Prerequisite: Consent of the Department.
GS-II, IID

Political Science

Division Affiliation: Social Science

The student who is majoring in political science investigates political theory, institutions, international relations, comparative politics, public administration and public law as they relate to historical developments and to the political world as it is now. A maximum choice is allowed so that the major can be designed according to the dominant interests of the student.

Courses Required for a B.A. Degree in Political Science

Lower Division:

POL 10	Political Concepts	(3)
--------	--------------------	-----

Upper Division:

Nine upper division courses in political science	(27)
---	------

Total units in political science: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Political Science

A minimum of six courses in political science including POL 10 and four upper division courses approved by the department chairperson.

POL 1 American Government and Institutions (3)

An introduction to the principles and problems of government, with particular emphasis on the formation and development of the national and state administrative, legislative, and judicial systems and processes. GS-IIIG

POL 5 Business Law (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Also see BUS 05.

POL 2 Comparative Government (3)

An investigation of the concepts and techniques which enable the student to compare divergent political systems, focusing upon both traditional and innovative concepts such as power, ideology, decision making, elitism, and the structural-functional approach. Particular attention is devoted to political systems. See HIS 26. GS-IIIC, IIIIF, VI

POL 10 Political Concepts (3)

The aim of this course is to acquaint students with the scope and techniques of political science by relating major concepts in political theory to current problems and issues. Major political theorists such as Plato, Aristotle, Locke, Hobbes, Hegel, and Marx are the focal points of analysis. In this way the contribution of political science to the understanding and clarification of political phenomena can be exemplified. GS-II, IIIIF

POL 93ABCD Selected Problems and Projects in Political Science (1-3)

Subject announced in term schedule. May be taken for upper division credit. See POL 193

POL 105 Advanced Business Law (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales security transactions, and insurance. Also see BUS 106.

POL 106 Real Estate Law (3)

Business and legal aspects. Estates in land, purchase and sales contract, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant, wills and inheritance. *Prerequisite: BUS 5. Also see BUS 171.*

POL 107 Criminal Law (3)

An examination of the elements of the criminal law with emphasis on crimes against the person as well as crimes against property. The standard defenses will also be considered. See SOC 111/211.

#POL 108 American Constitutional Law (3)

See HIS 179. Consent of instructor necessary for non-majors and non-minors. GS-II, IIIC, IIIG

POL 109 Individual Rights (3)

Emphasis on the Bill of Rights as applied to both federal and state jurisdictions. Also includes examination of both substantive and procedural due process. See HIS 180. GS-II, IIIIC, IIIG

POL 116 Democracy and Democratic Theory (3)

A critical examination of the major theorists of democracy in the twentieth century and preconditions of democratic government and society; in particular, insights derived from psychology and sociology are utilized. Consent of instructor necessary for non-majors and non-minors.

POL 117AB History of Political Theory (33)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115 AB) GS-IIIC

POL 119 Concepts in Political Theory (3)

Selected concepts to be dealt with in depth. Specific concepts noted in term schedule.

POL 125 Foreign Relations of the United States (3)

See HIS 178. GS-IIIG

POL 131 International Relations (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign policy within a world context. Special attention is placed upon international agencies, including the United Nations. May be taken for lower division credit. GS-IIIG

POL 134 International Organization (0-5)

An examination of the origins, structure, and practices of international agencies with special attention to the United Nations. GS-IB, IIIG

POL 135 Selected Problems in International Organization (3)

Particular emphasis is placed on the role of international organizations and the maintenance of world peace. May be taken for lower division credit. GS-IB, IIIG

POL 138 International Law (3)

The study of the development of international law through the primary sources. Special emphasis will be placed on the development of international law under the aegis of international organizations.

POL 152A Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry, and foreign relations from 1600 to 1952. (See HIS 151.) GS-IIIC

POL 152B Advanced Studies in the History of Modern China (3)

An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-sen, Mao Tse Tung, and

others will provide insights into the evolution of the Chinese State. (See HIS 152.)
GS-IIIC

POL 170 American Party Politics (3)

The development, organization, and character of the American party system.

POL 171H Presidents and Personality (3)

An attempt to illuminate and characterize the contributions of American presidents to American politics by an examination of the writings of psycho-historians and others emphasizing psychological insights.
Open only to students admitted to the Honors Program, or with consent of instructor
GS-IIIG

POL 175AB Selected Topics in the American Political Structure (3,3)

Specific area will be announced in the term schedules. Consent of instructor necessary for non-majors and non-minors. **GS-IIIG**

POL 176 Public Policy (3)

This course considers major public issues in American politics within a framework that emphasizes analysis, social configurations, and resolution of conflicts. The particular issue will be announced in the schedule of classes for the appropriate term.

POL 179 California Politics (3)

See HIS 188. **GS-IIIG**

POL 180 State and Local Government (3)

A study of state political systems, including their administrative and local sub-systems; intergovernmental relationships; policy outputs. Consent of instructor necessary for non-majors and non-minors. **GS-IIIG**

POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)

The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career. **GS-II**

POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 188 Administrative Law (3)

Introduction to administrative law and its impact on the American political and bureaucratic landscape. Regulatory agencies, procedural due process and their interface with vested and individual rights are the focal point for discussion on constitutional and legal precedents in a case study context.

POL 191 Internship in Government Service (3)

Students in the public administration program serve as interns working in government offices in the Los Angeles area.

POL 192 Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized. May be taken for lower division credit. See SOC 192. **GS-IIIG, VI**

POL 193ABCD Selected Topics and Projects in Political Science (3)

Subject announced in term schedule. May be taken for lower division credit.

POL 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Pre-Law Program

An undergraduate major in the social sciences or humanities is the preferred preparation for legal study. The major program should be supplemented with other courses designed to develop the analytical and expository skills requisite for the study of law. The pre-law advisement program identifies potential law students early in their undergraduate education and assists them in planning courses of study suited to the rigorous demands of the legal profession.

Required Supplementary Courses:

MTH 9	Introduction to Computer Processes	(3)
PHI 5	Logic	(3)
PHI 155	Symbolic Logic	(3)
BUS 15A	Accounting Principles I	(3)

Strongly Recommended:

BUS 5	Business Law I	(3)
PHI 152	Theory of Knowledge	(3)
POL 108	American Constitutional Law	(3)
POL 109	Individual Rights	(3)

Students complete requirements in their majors, foreign language, supplementary pre-law, general studies requirements, and electives totaling 124 semester units.

Pre-Health Science Program

(A.A. Degree)

The Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a health related profession. The Pre-Health Science Program provides the student with the opportunity to take general studies requirements and preparatory courses for programs in Nursing, Physical Therapy, Optometry, Medical Technology, or Pre-Med. It also gives the student the opportunity to consider career alternatives. Acceptance into the Health Science Programs is dependent on attaining the required gpa and fulfilling the specific requirements of each program. Students completing the Pre-Health Science requirements receive an Associate in Arts degree.

Requirements:

First Year

PHI 5/PHI 10	Introduction to Logic/Critical Thinking	(3)
PSY 1	General Psychology	(3)
BIO 4 or BIO 5	Introductory Biology or Life Science	(3)
CHE 3	Foundations of Chemistry	(3)
SPR 70	Careers in Health/ or Internship	(1)
PSY 2	Psychology of Communication	(2)
PSY 12	Developmental Psychology	(3)

Second Year

BIO 40A	Human Anatomy	(4)
BIO 50B	Human Physiology	(4)
PHI 21/RST 41	Moral Values/Intro to Christian Values	(3)
.SOC 5	Sociological Perspectives	(3)

Plus all the requirements for the A.A. degree.

Recommendations:

BIO 10	Health Science	(3)
BIO 3	General Microbiology	(4)
BIO 87	Fundamental Concepts	(3)
MTH 1	College Algebra and Trigonometry	(3)

Three units in Human Services Program course

Three units in a Computer Processes course

Students must earn a grade of C or better in all required courses.

All courses are described in the listings of the respective departments. In order to continue in the Pre-Health Science Program, students must have a cumulative GPA of 2.5 at the completion of their first semester.

The Preschool Teaching Program

See listing in Education, now titled A.A. Degree in Early Childhood Education.

Psychology

Contemporary psychology is an empirical science actively pursuing both basic research and applications in school settings, the workplace, and in the treatment of personal problems in private life. The curriculum for the psychology major accordingly consists of courses critically examining the basic theories, findings, and applications of psychological research. Training is geared toward preparing students for later advanced studies. In addition to the major, the College offers a minor in psychology and a master of science in counseling psychology, with specializations in Marriage, Family and Child Counseling (MFCC) or Human Services Personnel Counseling (HSPC).

Core Program Requirements for Psychology Majors

All psychology majors are required to take the following lower division core courses.

PSY 01*	Introduction to Psychology	(3)
BIO 05	Life Science (GS-II, IID)	(3)
	or another course in biology, anatomy, physiology, or chemistry approved by the department chair.	
PHI 10**	Critical Thinking (GS-II, VB3)	(3)
or		
PHI 05**	Intro to Logic (GS-II, VB3)	(3)
PSY 12	Child/Human Development (GS-IIIF)	(3)
PSY 40	Basic Statistical Methods (GS-II)	(3)
PSY 52	Biological Psychology	(3)
PSY 52L	Biological Psychology Lab	(1)

* PSY 01 is a prerequisite to all other psychology courses.

** PHI 05 or PHI 10 are prerequisite to all upper division course work.

Plus 25 upper division psychology course units including:

PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 132	Personality Theory	(3)
PSY 134	Learning & Memory	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)

Majors must earn a grade of C (2.0) or higher in all Upper division psychology courses. Grades of C – or lower must be repeated.

TOTAL UNITS IN PSYCHOLOGY: 38

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement. At least 15 upper division units must be completed in the MSMC Psychology Program.

Requirements for the B.A./B.S. Degree with a Minor in Psychology

A psychology minor requires a minimum of 18 units selected in consultation with the Department Chair. At least four upper division courses with a grade of C or better are required. Only one course may count for both the major and the minor. Three courses (9 units) must be completed in the MSMC Psychology program.

Master of Science in Counseling Psychology

Admission Requirements

Those applying for the master's degree in counseling psychology should have all of the following:

A bachelors degree or its equivalent from an accredited institution.

A grade point average of 2.75 for undergraduate work.

A minimum of 12 upper division units in the Behavioral Sciences (Psychology, Anthropology, Sociology or Education).

Results of the Miller Analogies Test (MAT), or the Graduate Record Exam (GRE).

See other general requirements of the Graduate Division.

Required Core Courses

9 units chosen from:

PSY 200	Research Methods	(3)
PSY 225	Counseling Theories and Procedures	(3)
PSY 295	Masters Thesis	(3)
or		
. PSY 296	Masters Project (Oral or Written)	(3)
or		
***	No Thesis/No Project Option	

No Thesis Option:

Masters candidates may elect the "No Thesis/No Project" option, which provides the opportunity for taking additional elective course work in applied theory or technique rather than completing a research thesis or project. Candidates in the No Thesis/No Project option must complete a minimum of 39 units, chosen in consultation with an academic advisor, and an oral integration interview. The oral integration interview is not a comprehensive examination. It consists of practical case studies to which the candidate responds using applied counseling theory and clinical skills.

Program Concentrations

A. Marriage, Family, and Child Counseling (Minimum of 48 units required)

Candidates seeking the California Marriage, Family, and Child Counseling License must include coursework in the following twelve content areas:

1.	Human Biological, Psychological and Social Development	
PSY 202	Psychological Foundations of Growth, Development, and Learning	(3)
2.	Human Sexuality	
PSY 237	Human Sexuality	(1)
3.	Psychopathology	
PSY 268	Psychopathology	(3)
4.	Cross-cultural Mores and Values	
PSY 203	Multicultural Counseling	(3)
5.	Theories of Marriage, Family, and Child Counseling	(Minimum 12 units)
PSY 225	Counseling Theory and Procedure	(3)
PSY 226	Brief Therapies	(2)
PSY 227	Advanced Counseling: Theory and Practice	(3)
PSY 236	Family Therapy	(3)
PSY 274	Psychological Treatment of Children	(3)
PSY 284	Object Relations: Theory and Practice	(1)
PSY 288	Crisis Intervention	(3)
6.	Professional Ethics and Law	
PSY 263	Laws and Ethics in Counseling	(2)
7.	Human Communication	
PSY 235	Group Dynamics: Theory and Procedures	(3)
8.	Research Methods	(Minimum 3 units)
PSY 200	Research Methods	(3)
PSY 295	Masters Thesis	(3)
PSY 296	Masters Project (Oral or Written)	(3)
9.	Theories and Applications of Psychological Testing	
PSY 230	Psychological Testing: Theory and Procedure	(3)
10.	Supervised Practicum	
PSY 269A	Field Experience in Counseling	(3)
PSY 269B	Field Experience in Counseling	(3)
11.	Child Abuse and Family Violence	
PSY 239	Child Abuse and Family Violence	(3)
12.	Alcohol and Substance Abuse	
PSY 238	Alcohol and Substance Abuse	(3)
B.	Human Services and Personnel Counseling	(Minimum 36 units required)

Candidates seeking this concentration are working toward an advanced degree in counseling in preparation for employment in an agency, corporation, or other setting not requiring a specific license or credential. Candidates must complete the nine units of core courses plus 27 units of course work chosen in consultation with their program advisor. Courses will be chosen to specifically help the candidate work toward career and personal goals.

PSY 1 Introduction to Psychology (3)

Introduction to the scientific study of mental processes and behavior. Surveys major concepts, findings, and practical applications of contemporary psychological research. Focuses on basic topics addressed in such research: the biological basis of behavior, sensation and perception, developmental processes, learning and memory mechanisms, cognition and intelligence, motivation and emotions, social relations, personality, and psychopathology. *Prerequisite: None. GS-IIIF*

PSY 2 Psychology of Communication (2-3)

Explores the principles of language use, verbal and nonverbal communication between individuals in a variety of interpersonal and group situations. *Prerequisite: PSY 01. GS-IIIF*

PSY 12 Child/Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, cognitive and social factors in childhood and adolescence, effective parenting, and personal growth through the lifespan. *Prerequisite: PSY 01. GS-IIIF*

PSY 14 Adult Development (1)

A survey of the major psychological theories and milestones related to adult development. Includes discussion, reading and appropriate observation of the developmental stages of adolescence, young adulthood, middle age and the process of advancing age. In combination with a previously completed course in child development, this course meets the life span human development requirement of the MSMC Department of Nursing. *Prerequisites: PSY 01, 12.*

PSY 34 Language and Concept Development of the Young Child (3)

Detailed study of language and concept development of the child from birth through eight years. Primary factors in cognitive development are stressed, including the basic

elements of Piaget's developmental theory. The acquisition and development of language and its role in cognitive development are discussed. Methods and materials that enhance language and cognitive growth are presented, studied, and developed. Students observe and participate in a preschool setting. *Prerequisites: PSY 01, PSY 12.*

PSY 40 Basic Statistical Methods (3)

Focus on applied descriptive and inferential statistical techniques as used in behavioral science research. Topics covered include properties of distributions, measures of central tendency, elementary probability theory, estimation, hypothesis testing, correlation, analysis of variance, and non-parametric tests of significance. *Prerequisite: PSY 01 and satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-II*

PSY 52 Biological Psychology (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on recent advances in our knowledge of brain structure, neurotransmitter systems, neural development and plasticity, neuropharmacology, neuropathology, and psychopathology. *Prerequisites: BIO 05, PSY 01. GS-IIIF*

PSY 52L Biological Psychology Lab (1)

Required concurrent laboratory supplement to PSY 52. The laboratory provides the background in neuroanatomy necessary to understand basic principles of neural function. Emphasis is placed on learning to recognize gross and microscopic structures of the brain within a functional perspective. Activities includes dissection of the sheep brain, basic principles of light microscopy, and microscopic comparison of similar gross anatomic structures in the brains of amphibians, rodents, carnivores, and primates. *Prerequisites: BIO 05, PSY 01.*

PSY 99 Independent Study-Special Problems (1-3)

Individual study of a topic in psychology. *Prerequisites: PSY 01, and consent of instructor.*

PSY 102 Theories and Issues in Development (3)

Critical reading of major developmental theories, including Freud, Erikson, Piaget, and Kohlberg. Focuses on issues basic to understanding the developmental process, e.g. interactions between heredity and environment, differentiation of stages, and ethical issues in research. Evaluation of several social issues and their effects on the various levels of development. *Prerequisites:* PSY 01, PSY 12

PSY 106 Basic Research Methods (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format. Must be taken concurrently with PSY 106L. *Prerequisites:* PSY 01, PSY 40. GS-II

PSY 106L Basic Research Methods Lab (1)

Required laboratory supplement to PSY 106, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Working with a partner, each student performs several simple studies on topics in different areas of psychology assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association. *Prerequisites:* PSY 01, PSY 40.

♦ PSY 110/210 Psychology of Women (3)

Exploration of the psychological theories and research findings related to women. Topics to be covered include sex role development during childhood and adolescence, and sex differences in personality, coping, and moral reasoning. Contemporary issues such as work and motherhood, and sexuality will also be discussed. *Prerequisites:* PSY 01, and consent of Instructor.

PSY 113 Learning in Children and Adolescents (3)

Systematic study of learning as it occurs in childhood and adolescence. Examines how developmental factors influence the ability and motivation to learn and how these factors explain the content and organization of school curricula. Emphasizes the strong interaction between cognitive performance and the total social environment in which the child and adolescent lives. *Prerequisites:* PSY 01, PSY 12, PSY 134. GS-VI

♦ PSY 115/215 Introduction to Visual Handicaps (3)

An investigation of visually handicapping conditions, societal resources, and their relationship to counseling individuals with visual handicaps. *Prerequisite:* PSY 01.

♦ PSY 116/216 Visual Handicaps and the Young Child (3)

A comprehensive and critical investigation into the impact of visual handicapping conditions on the psychological, physical, motor, intellectual, social, emotional and educational growth of the young child. *Prerequisite:* PSY 01.

♦ PSY 117AB/217AB Practicum in Early Childhood Education of the Visually Handicapped (3)

Direct experience working at an agency for the visually impaired. Includes investigation of the administration, counseling practices, and delivery of care for the visually impaired individual, especially in early childhood. *Prerequisites:* PSY 01 and concurrent enrollment in PSY 115 and/or PSY 116.

PSY 125 Introduction to Counseling (3)

Survey of the major methods of psychological counseling with emphasis on the underlying theoretical framework. Included will be consideration of both traditional and contemporary individual and group methods. Demonstrations and limited practical experiences will focus on paraprofessional applications. *Prerequisites:* PSY 01, PSY 132.

♦ **PSY 126/226 Brief Therapies (2)**
 Course provides an overview of various models of brief therapies, including cognitive-behavioral, brief dynamic, and single-session. The special tasks, goals, and clinical guidelines with each phase of treatment will be described. *Prerequisites: PSY 01, and consent of instructor.*

♦ **PSY 128/228 Adulthood and Aging (3)**

Exploration of psychological factors of the process of aging. Focus will be on attitudes, values, motivations, and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisites: PSY 01, PSY 12, and consent of Instructor.*

♦ **PSY 129/229 Motivation (3)**

Comparison of the range, strengths and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized. *Prerequisites: PSY 01, PSY 145, and consent of Instructor.*

PSY 132 Personality Theory (3)

Comprehensive study of the structure and dynamics of personality according to contemporary research. *Prerequisites: PSY 01, PSY 12.*

PSY 134 Learning and Memory Processes (3)

Explores the major forms of learning and memory processes common to human and non-human animals. Focuses on the most basic learning processes, particularly classical and instrumental conditioning, but also covers spatial and observational learning. Examines the essential features of memory processes as explained by information processing models. Particular attention is paid to applications of learning and memory theories in solving practical problems in normal and clinical situations. *Prerequisites: PSY 01, PSY 40, PSY 106 & 106L.*

♦ **PSY 135/235 Group Dynamics: Theory and Procedures (3)**

Investigation of group processes for individuals who have already had experience working with groups. Emphasizes the concepts of group facilitation, productivity, evaluation, and the application of group methods in teaching, counseling, and administrative work. *Prerequisites: PSY 01, PSY 2, and consent of Instructor.*

♦ **PSY 139/239 Child Abuse and Family Violence (3)**

A theoretical exploration of the causes, nature, and physical, social and psychological impact of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention. *Prerequisites: PSY 01, PSY 12, PSY 106 & 106L, and consent of Instructor.*

♦ **PSY 144/244 Psychology of Prejudice (3)**

Exploration of psychological factors involved in the development and maintenance of racism, sexism, ageism, and other manifestations of prejudice. Focuses on research of both individual and group behavior and includes consideration of techniques for combatting prejudice in individuals, organizations, and society as a whole. *Prerequisites: PSY 01, PSY 145. GS-VI*

PSY 145 Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals. Explores the cultural and familial interaction facilitating the socialization of people. Provides a critical analysis of the known social influences promoting or hindering individual development. *Prerequisite: PSY 01.*

PSY 146 Multicultural Issues in Psychology (3)

Cross-cultural examination of basic human behaviors. Explores the evolution of behaviors such as communication, learning, language, and affect from a multi-cultural and cultural historical context. Concludes with a cross-cultural assessment of psychiatric illnesses and treatment. *Prerequisites: PSY 01, PSY 145.*

♦ **PSY 148/248 Industrial/
Organizational
Psychology (3)**

Introduction to the psychological relationship between individuals and their work places, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, productivity enhancement, and assessment of consumer behavior. *Prerequisites: PSY 01, PSY 145, and consent of Instructor.*

♦ **PSY 151/251 Divorce and
Remarriage (3)**

Examination of the short and long term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects. *Prerequisites: PSY 01, PSY 12, and consent of Instructor.*

**PSY 153 Comparative Animal
Behavior (3)**

Comparative survey of behaviors displayed by non-human animals. Examines species-specific behaviors from the perspective of their likely evolutionary origins, their nature and functions as revealed by ethological and laboratory studies, and their long-term consequences as suggested by socio-biological research. Focuses on behaviors by which animals adapt to their physical and social environments. Considers finally the relevance of animal behavior studies to understanding human psychology and human ecology. *Prerequisites: PSY 01, PSY 106 & 106L, PSY 134.*

**PSY 155 Psychological
Assessment (3)**

Introduction to the field of psychological testing, including an examination of history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications. *Prerequisites: PSY 01, PSY 40.*

**PSY 157 Sensation and
Perception (3)**

Introduction to the study of sensation and perception relative to cognition. Course will include an overview of theoretical approaches to sensation and perception, including the empiricist, Gestalt, behaviorist, Gibsonian, information-processing, and computational approaches. Basic perceptual phenomena in the visual, auditory and somatosensory systems will be examined in addition to an introduction to topics in perceptual development. *Prerequisites: PSY 01, PSY 52 & 52L, PSY 106 & 106L.*

PSY 160 Cognitive Psychology (3)

Surveys our current understanding of how the human mind acquires information about the environment and how it manipulates that information in both verbal and non-verbal form. Specifically examines the cognitive processes involved in selective attention, perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought, and decision making. Stress is placed on understanding the relevance of cognitive research to practical problems in normal and clinical situations. *Prerequisites: PSY 01, PSY 106 & 106L, PSY 134.*

**PSY 165 Behavioral
Psychopharmacology (3)**

Introduction to drug influences on mental processes and behavior. Covers the relevant mechanisms of drug action, basic methodological problems in behavioral pharmacology, and current views on the genesis and remediation of drug addiction. Special attention is given to the use of drugs in treating disturbances in mental health. *Prerequisites: PSY 01, PSY 52 & 52L, PSY 106 & 106L.*

♦ **PSY 167/167H/267 Advanced
Topics in
Mental
Health (3)**

Seminar on any one of many topics in the fields of mental health. Focuses on issues currently of great interest in research on the nature, assessment, causes, and treatments of clinical syndromes. Format varies with topic and instructor(s). *Prerequisites: PSY 01, PSY 168, and consent of Instructor.*

PSY 168 Abnormal Psychology (3)

Explores mental health concepts, principles of psychopathology, and related treatment techniques. Surveys the various forms of abnormal behavior, covering their features, potential causes, and most effective treatments. Entails analysis of case studies using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV). *Prerequisite: PSY 01.*

PSY 170 Human Neuropsychology (3)

Exploration of the fundamentals of human brain function from an empirical perspective. Basic principals of human brain organization, neurology, and clinical and neuropsychological assessment precede a survey of normal brain function and dysfunction. Emphasis is placed on neurological disorders, disconnection syndromes, learning disabilities, psychiatric, motor, and perceptual disorders. Issues regarding human brain injury and development are also examined within the context of functional recovery and therapeutics. *Prerequisites: PSY 01, PSY 52 & 52L, PSY 106 & 106L, PSY 168.*

◆ PSY 172/272 Developmental Psychopathology (3)

Examination of psychological disorders as they appear at different periods in the lifespan, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions. Addresses issues in diagnosis and treatment. Coursework includes field work involving visits to treatment facilities and interviews with affected individuals. *Prerequisites: PSY 01, PSY 12, PSY 168, and consent of Instructor.*

◆ PSY 182/282 History and Systems of Psychology (3)

Critical examination of the scientific origins of contemporary psychology. Emphasizes historical/conceptual development of ideas leading to modern schools of psychology. Original papers by Epicurus, Kant, Descartes, Molyneux, Flourens, Thorndike, and others will be read. *Prerequisites: PSY 01, PSY 52 & 52L, PSY 106 & 106L, PSY 134, PSY 168, and consent of Instructor.*

◆ PSY 184/284 Object Relations: Theory and Practice (1)

An overview of psychological development as seen through the human need for connectedness to others. From an infant's first experiences with others through adulthood, the class will explore the development of the separate and unique individual, with special focus on clinical application of theoretical concepts. Readings include Winnicott, Bowlby, Klein, and Mahler. Also includes a historical review and comparative analysis of family systems and object relations family therapy. Explores the application of object relations theories to marital and family therapy. *Prerequisites: PSY 01, PSY 125, PSY 168, and consent of Instructor.*

◆ PSY 188/288 Crisis Intervention (3)

Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration. *Prerequisites: PSY 01, PSY 125, and consent of Instructor.*

PSY 190 Workshop (1-3)

Short course on special topics. May be repeated for credit. *Prerequisite: PSY 01, and consent of Instructor.*

PSY 192 Clinical Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in real life settings. Field work options include areas of school psychology, gerontology, mental retardation, emotional disturbances, learning disabilities, or probation work. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 01, PSY 125, PSY 168.*

PSY 194/194H Advanced Research (3)

Seminar providing direction and supervision for students undertaking original psychological research. Training is given in each step of the research process: in developing a proposal, selecting a research design, collecting and analyzing data, and reporting the results in publishable form. The final product should be suitable for presentation at student sections of regional

and professional association meetings. *Prerequisites:* PSY 01, PSY 40, PSY 106 & 106L.

PSY 196H Senior Honors Thesis (3)

Advanced study on a special topic chosen by the student. *Prerequisites:* PSY 01, PSY 40, PSY 106 & 106L, as well as Honors Student status.

Graduate Course Offerings

PSY 200 Research Methods (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Provides instruction in critical reading of research articles. Explores basic issues and techniques in conducting research studies, analyzing data, and interpreting their significance. Class projects provide practice in mastering the statistical methods needed to perform accurate data analysis, culminating in a written thesis proposal. *Prerequisite:* PSY 201 or consent of Instructor.

PSY 201 Advanced Theories in Psychology (3)

Examination of advanced psychological theories currently used in clinical settings. Concepts commonly used in psychological research, psychopathology, neuropsychology, and social psychology will be investigated and explored.

PSY 202 Psychological Foundations of Growth, Development and Learning (3)

Contemporary psychological theory as applied to the life-long process of learning, behavioral change, education, and counseling. Advanced reading and exploration of life span developmental theories, including those of Freud, Piaget, Erikson, Kohlberg, Sheehy, Kagan, Kubler-Ross, and others.

PSY 203 Multicultural Counseling (3)

A systematic study of the cross-cultural mores, values, and behaviors that are active in the process of counseling. Both theoretical aspects as well as practical considerations of counseling with various cultural groups will be explored. *Prerequisite:* PSY 225.

PSY 199A Independent Study (1-3)
Independent exploration of a topic in psychology supervised by department faculty member. *Prerequisites:* PSY 01, and consent of Instructor.

PSY 199B Independent Study (1-3)
Independent exploration of a topic in psychology supervised by department faculty member. *Prerequisites:* PSY 01, and consent of Instructor.

◆ PSY 210 Psychology of Women (3)

Exploration of the psychological theories and research findings related to women. Topics to be covered include sex role development during childhood and adolescence, and sex differences in personality, coping, and moral reasoning. Contemporary issues such as work and motherhood, and sexuality will also be discussed. *Prerequisite:* PSY 201 or consent of Instructor.

◆ PSY 215 Introduction to Visual Handicaps (3)

An investigation of the visually handicapping conditions, societal resources, and their relationship to counseling individuals with visual handicaps. *Prerequisite:* PSY 201.

◆ PSY 216 Visual Handicaps and the Young Child (3)

A comprehensive and critical investigation into the impact of visually handicapping conditions on the psychological, physical, motor, intellectual, social, emotional and educational growth of the young child. *Prerequisite:* PSY 201.

◆ PSY 217A/B Practicum in Early Childhood Education of the Visually Handicapped (3)

Direct experience working at an agency for the visually impaired. Includes investigation of the administration, counseling practices, and delivery of care for the visually impaired individual, especially in early childhood. *Prerequisites:* PSY 201 and concurrent enrollment in PSY 215 and/or PSY 216.

♦ PSY 225 Counseling Theory and Procedures (3)

Detailed exploration into the theory and methodology involved in the process of marriage, family, and child counseling. Includes a survey of the psychoanalytic, client-centered, Gestalt, behavioristic, Rational Emotive, phenomenological, and humanistic approaches.

♦ PSY 226 Brief Therapies (2)

Course provides an overview of various methods of brief therapies, including cognitive-behavioral, brief dynamic, and single-session. The special tasks, goals, and clinical guidelines with each phase of treatment will be described. *Prerequisite: PSY 201 or consent of Instructor.*

PSY 227 Advanced Counseling: Theory and Practice (3)

An in-depth focus on major theoretical orientations in counseling psychology, including psychodynamics, cognitive-behavioral, and client oriented therapy and interventions. Focus will be on the rationale for psychotherapeutic techniques. *Prerequisite: PSY 225 or consent of Instructor.*

♦ PSY 228 Adulthood and Aging (3)

Exploration of psychological factors in the process of aging. Focus will be on attitudes, values, motivations and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisite: PSY 202.*

♦ PSY 229 Motivation (3)

Comparison of the range, strengths, and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized. *Prerequisite: PSY 201 or consent of Instructor.*

PSY 230 Psychological Testing: Theory and Procedure (3)

Advanced study of the theory, administration and interpretation of individual and group psychological tests of intelligence, personality, interest, and achievement. Provides thorough coverage of the MMPI,

WAIS-R, WISC-R, WPPSI, Stanford-Binet, and other instruments currently in use in psychological and counseling practice. *Prerequisite: PSY 200 or consent of Instructor.*

♦ PSY 235 Group Dynamics: Theory and Procedures (3)

Investigation of group processes for individuals who have already had experience working with groups. Emphasizes the concepts of group facilitation, productivity, evaluation and the application of group methods in teaching, counseling, and administrative work. *Prerequisite: PSY 225.*

PSY 236 Family Therapy (3)

Systematic study of family therapy and family system theory. This course will allow students the opportunity to explore both normal and dysfunctional lifestyles in family environments, and will provide a survey of the treatment modes which focus on the entire family system.

PSY 237 Human Sexuality (1)

This course will approach the topic of human sexuality as a comprehensive and integrated topic by distributing emphasis across different areas, and by viewing sexual behavior in an evolutionary, historical, and cross-cultural perspective. The emphasis will be on its role in therapy.

PSY 238 Alcohol and Substance Abuse (3)

Exploration of the causes, nature, impact, and treatment of alcohol and substance abuse. Focuses on methods of intervention and remediation used in counseling agencies. *Prerequisite: PSY 201 or consent of Instructor.*

♦ PSY 239 Child Abuse and Family Violence (3)

A theoretical exploration of the causes, nature, and physical, social, and psychological impact of the various forms of family violence as well as the methods used by counseling professionals for intervention, remediation, and prevention. *Prerequisite: PSY 200 or PSY 201.*

♦ PSY 244 Psychology of Prejudice (3)

Exploration of psychological factors involved in the development and maintenance of racism, sexism, ageism, and other

manifestations of prejudice. Focuses on research of both individual and group behavior and includes consideration of techniques for combatting prejudice in individuals, organizations, and society as a whole. *Prerequisite: PSY 201 or consent of Instructor.*

♦ **PSY 248 Industrial and Organizational Psychology (3)**

Introduction to the psychological relationship between individuals and their workplaces, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, enhancing productivity, and assessing consumer behavior. *Prerequisite: PSY 201 or consent of Instructor.*

♦ **PSY 251 Divorce and Remarriage (3)**

Examination of the short and long term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects. *Prerequisite: PSY 202.*

PSY 263 Laws and Ethics in Counseling (2)

Review of the current legal considerations and ethical issues regarding the delivery of counseling services.

♦ **PSY 267 Advanced Topics in Mental Health (3)**

Seminar in any one of many topics in the fields of mental health. Focuses on issues currently of great interest in research on the nature, assessment, causes, and treatments of clinical syndromes. Format varies with topic and instructor(s). *Prerequisite: PSY 268 or consent of Instructor.*

PSY 268 Psychopathology (3)

Systematic study of the nature and classification of mental disorders using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV). *Prerequisite: PSY 201 or consent of Instructor.*

PSY 269A Field Experiences in Counseling (3)

Practicum relating counseling principles to a variety of situations, with special emphasis on short term and long term psychological interventions. *Prerequisite: PSY 268.*

PSY 269B Field Experiences in Counseling (3)

Practicum relating counseling principles to a variety of situations, with special emphasis on short term and long term psychological interventions. *Prerequisite: PSY 225.*

♦ **PSY 272 Developmental Psychopathology (3)**

Examination of psychological disorders as they appear at different periods in the lifespan, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions. Addresses issues in diagnosis and treatment. Coursework includes field work involving visits to treatment facilities and interviews with affected individuals. *Prerequisite: PSY 268.*

PSY 274 Psychological Treatment of Children (3)

This course will examine the efficacy of therapeutic techniques commonly used in the assessment and treatment of children, including art, play and expressive therapies. The theoretical foundations and practical applications of each technique will be explored. *Prerequisites: PSY 202, PSY 225.*

♦ **PSY 282 History and Systems of Psychology (3)**

Critical examination of the scientific origins of contemporary psychology. Emphasizes historical/conceptual development in thought leading to modern schools of psychology. Original papers by Epicurus, Kant, Descartes, Molyneux, Flourens, Thorndike, and others will be read. *Prerequisite: PSY 201 or consent of Instructor.*

♦ **PSY 284 Object Relations: Theory and Practice (1)**

An overview of psychological development as seen through the human need for connectedness to others. From an infant's first experiences with others through adulthood, the class will explore the development of the separate and unique individual, with special focus on clinical application of theoretical concepts. Readings include Winnicott, Bowlby, Klein, and Mahler. Also includes a historical review and comparative analysis of family systems and object relations family therapy. Explores the application of object relations theories to marital and family therapy. *Prerequisite: PSY 225.*

♦PSY 288 Crisis Intervention (3)

Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 290 Workshop (1-3)

Experiential class focusing on particular area of interest. May be repeated for credit.
Prerequisite: Consent of Instructor.

- ♦ Course is open to both undergraduate and graduate students. Undergraduate students must obtain instructor's consent before taking this course. See appropriate listing of course description for prerequisites.

PSY 295 Masters Thesis (3)

Individual work on masters thesis. *Prerequisite: PSY 200 and approval of Graduate Program Director.*

PSY 296 Masters Thesis Project (3)

Individual work on masters project. *Prerequisite: PSY 200 and approval of Graduate Program Director.*

PSY 299A Special Topics (1-3)

Individual study of problem of interest.
Prerequisite: Consent of instructor.

PSY 299B Special Topics (1-3)

Individual study of problem of interest.
Prerequisite: Consent of instructor.

Religious Studies

The Religious Studies Department considers the study of religion essential to both the liberal arts and the Catholic character of the college. In light of this view, the department offers both a major and a minor in religious studies. The major and the minor are designed to prepare a student for graduate study in the field or for a career in teaching religious studies.

The Religious Studies Department offers courses of study leading to both the baccalaureate (B.A.) and masters (M.A.) degrees. All undergraduate courses are divided according to the five areas listed below:

- I. Scripture
- II. Christian Thought
- III. Christian Ethics
- IV. Religion and Religions
- V. Special Offerings

Courses Required for a B.A. Degree in Religious Studies

Lower Division:

RST 15	Introduction to the New Testament	(3)
RST 41	Introduction to Christian Ethics	(3)
RST 21	Introduction to Catholicism	(3)

Upper Division:

1. Christian Scriptures:	(3)
RST 190S Advanced Studies in Scripture	
2. Christian Thought:	(6)
RST 131 Jesus	
RST 190T Advanced Studies in Christian Thought	
3. Christian Ethics:	(6)
RST 190E Advanced Studies in Christian Ethics	
3 units in upper division elective	
4. Electives:	(3)
3 units in upper or lower division	
5. Thesis	(3)
RST 199 Senior Thesis	

Total units in Religious Studies: 30

Plus general studies requirements and electives totaling 124 semester units including foreign language requirement.

Majors must maintain a C or better in each of the courses taken in fulfillment of these requirements.

The Minor in Religious Studies

Requirements:

1. Christian Scriptures	(3)
2. Christian Thought	(3)
3. Christian Ethics	(3)
Electives: 9 units (at least 6 of which must be upper division) (9)	

Total units in Religious Studies: 18

I. Scripture

RST 11 Introduction to the Old Testament (3)
 A study of the methods of modern biblical scholarship building on a consideration of revelation and inspiration; a consideration of selected themes of the Hebrew Scriptures. GS-VA1

RST 15 Introduction to the New Testament (3)
 An examination of the synoptic gospel accounts, Johannine literature, the Acts of the Apostles, and certain Pauline letters. GS-VA1

RST 90S Special Studies in Christian Scriptures (1-3)
 A study of special topics or texts. Selected themes may vary with each offering. May be repeated for credit. GS-VA1

RST 190S Advanced Studies in Christian Scriptures (1-3)
 Advanced study of special topics or texts. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Scripture require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor.* GS-VA1

II. Christian Thought

RST 21 Introduction to Catholicism (3)
 Study of representative beliefs, rites, ethics, and community structures in the Catholic tradition of Christianity. Includes discussion of some contemporary concerns and issues, in light of Vatican Council II. GS-VA2

RST 70 Faith and Human Development (3)

A study of the phenomenon of religious belief and the importance of faith for one's further development as a person in relation to others and to God. GS-VA2

RST 90T Special Studies in Christian Thought (1-3)

A study of special topics or figures. Selected themes may vary with each offering. May be repeated for credit. GS-VA2

RST 25/125 Marriage Issues: Catholic Perspectives (3)

Discussion of a variety of contemporary areas of concern: the purpose of marriage, interfaith marriages, annulment, marital sexuality, marriage and career(s), divorce, and remarriage. GS-VA2

RST 131 Jesus (3)

A brief survey of the historical development of the Christian understandings of Jesus as the Christ: from biblical traditions to the present. Discussion of key aspects of current interpretations of Jesus. GS-VA2

RST 190T Advanced Studies in Christian Thought (1-3)

Advanced study of special texts, figures or topics such as Church, Church history, sacraments, or liturgy. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Christian Thought require one (1) lower division course from any area of religious studies. A waiver of this prerequisite may be granted by approval of the instructor.* GS-VA2

III. Christian Ethics

RST 41 Introduction to Christian Ethics (3)

An introduction to the study of moral decision-making from the perspective of Christian faith; the sources and nature of moral obligation, personal and social responsibility, freedom and sinfulness. GS-VA3

RST 45/145 Contemporary Issues in Christian Ethics (3)

A consideration of the viewpoints of Christian ethicists on selected contemporary issues. Offered as needed. GS-VA3

RST 50 Social Issues in Christian Ethics (3)

A discussion of concerns of war and peace, poverty and hunger, employment policies, immigration, and other issues of social justice. Topics may vary. GS-VA3

RST 90E Special Studies in Christian Ethics (1-3)

A study of special topics or figures. Selected themes may vary with each offering. May be repeated for credit. GS-VA3

RST 49/149 Biomedical Issues in Christian Ethics (3)

An introduction to issues involved in questions concerning the phenomenon of human life and the process of dying: abortion, reproductive technologies, genetic engineering, euthanasia. *Prerequisite for RST 149: RST 21 or RST 41.* GS-VA3

RST 190E Advanced Studies in Christian Ethics (1-3)

Advanced study of special figures or topics such as war and peace, liberation theology, and racism. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Christian Ethics require one (1) lower division course from any area of religious studies. A waiver of these prerequisites may be granted on approval of the instructor.* GS-VA3

IV. Religion and the Religions

RST 61 Introduction to the World Religions (3)

Introductory survey of religious thought and life in the major Western and Eastern traditions. Study emphasizes the history of each major religion. GS-VA4

RST 90R Special Studies in Religion(s) (1-3)

A study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit. GS-VA4

RST 78/178 Death and Afterlife (3)

Study of the ways Christianity and other world religions understand death and afterlife. Emphasis is on religious understandings, ideals, and religious practices. Includes a discussion of religious interpretations of the way death and afterlife affect one's vision of life. GS-VA4, VI

RST 190R Advanced Studies in Religion(s) (1-3)

Advanced study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit. *Prerequisites: Ordinarily all upper division courses in Religion and the Religions require one (1) course from any area of religious studies. A waiver of a prerequisite may be granted on approval of the instructor.* GS-VA4

V. Special Offerings

RST 191 Seminar (3)

Advanced study and research in any of the four major areas of study. Selected themes, figures, issues or texts. May be repeated for credit. *Prerequisites: A minimum of one (1) lower division course from any area of religious studies. Permission of instructor is required.*

RST 196 Independent Studies (1-3)

By special pre-approval of instructor and chairperson.

RST 199H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

RST 199 Thesis – RST Majors only (3)

By pre-arrangement with chairperson and faculty advisor; available any semester during senior year.

The following courses also are eligible for Religious Studies credits:

PHI 160/RST 190R Philosophy of Religion (3)

SOC 195/RST 190R Sociology of Religion (3)

PHI 125/RST 190T Aquinas (3)

The Graduate Program in Religious Studies

The Graduate Program in Religious Studies consists of two tracks: Studies in Theology and Studies in Ministry.

The **Masters Program** reflects a commitment to the pursuit of Catholic scholarship within the broader range of ecumenical Christian thought. The reputation of the degree program has been built on the belief that the analysis of theological thought can best be carried out when there is a critical search for truth in its varied historical dimensions.

With this end in mind, the Studies in Theology track is designed to promote the integration of a broad theological understanding within one's own personal faith stance. Students are challenged to consider the interrelation between theory and its application and in that dual consideration to see their personal religious goals and belief systems in new ways.

The Studies in Ministry track provides academic course work that enables students to obtain a background in both theology and ministry to assist them in their calling. Course work culminates in an integration seminar that brings together the theological and practical aspects of ministry.

Because of the structure of the program, the varying goals of students can be realized. Those teaching religious studies, those desirous of pursuing doctoral studies, and those interested in enriching their background are all served.

The faculty is composed of a core group and visiting professors who provide both continuity for the program and theological competence in their specific fields of inquiry.

The M.A. Program

The **Masters Program** consists of 30 units. A minimum of six units is required in each theological area of Scripture, Christian Ethics, and Systematics. The remaining units may be taken from any one of these basic areas or from courses in ministry. In some cases, a student may elect to complete both the M.A. and a Certificate Program. Because of the required number of units within some Certificate Programs, the completion of both the M.A. and a certificate may exceed 30 units. In all cases the choice of courses is determined with one's adviser/s.

Courses are offered on the Doheny Campus throughout the academic year with a greater number in the summer term (courses will vary from 1-3 units each).

During fall and spring terms, a student is able to take as many as six units. The student who takes courses only in the summer and elects the maximum number of units could finish the program in four years. By taking course work throughout the year, the student could complete the M.A. in two and one-half years.

Admission Requirements

Bachelors degree from an accredited institution. (Any exceptions to this policy are subject to the approval of the Graduate Council.)

Evaluation of academic background.

Interview with the M.A. Program Director.

Satisfactory completion of other Graduate Division requirements.

Degree Completion

The 30 units of course work culminates in either a 4-unit thesis or a 1-unit research essay. Both thesis and research essay must meet the standards of the department for final approval. Ordinarily, the topic for either paper is chosen from within the selected area of concentration. Consultation with the faculty adviser is required before submitting the proposed topic and registering.

A written three-hour comprehensive examination on the three basic areas of Scripture, Christian Ethics and Systematics, is required at the end of the program. Questions related to elective courses in the study of ministry may also be included.

Transfer of Credit

Ordinarily, a maximum of six units of "B" work may be transferred into the program. Such a transfer must be formally petitioned after the successful completion of 3 units in residency. The acceptance of transfer credit is subject to the approval of the director and the graduate dean. Ordinarily, credits must have been earned within seven years before admission to the graduate division of Mount St. Mary's College.

Certificate Programs

Advanced Religious Studies

A Certificate of Advanced Religious Studies is awarded to those students who satisfactorily complete 30 units of selected course work in graduate religious studies courses.

Certificate students are not required to take comprehensives or to write the final research paper.

Those intending to pursue courses in the ministry track or one of the other Certificate Programs may obtain the Certificate in Advanced Religious Studies by completion of an additional number of units in the required areas of Systematics, Scripture, and Christian Ethics as determined with an adviser.

A student in the M.A. program who decides not to write the final paper or complete comprehensives may choose to make application for the Advanced Religious Studies certificate. A cumulative GPA of 3.0 must be maintained to remain in the program.

Admission Requirements

Bachelor's degree or demonstrated ability for graduate study.

Evidence of theological background necessary to begin the program.

Completion of application materials

Interview with the M.A. Program Director.

Hispanic Pastoral Ministry

The Certificate Program in Hispanic Pastoral Ministry is an 18 unit program which enables the student to reflect critically on the basic theological and pastoral questions emerging from ministry in Hispanic/Latino settings. A pastoral perspective of the Hispanic reality is present in all courses, especially in scripture, systematic theology, and Christian ethics. All the courses are offered in Spanish for either graduate or undergraduate credit.

The program, admission requirements, and courses are described in Spanish in the last section under Graduate Religious Studies.

Admission Requirements

Bachelors degree and/or written evidence of study in the field of theology.

Recent participation in diocesan programs of Religious Education or Hispanic Ministry.

Two letters of recommendation.

A description of one's philosophy and objectives in relation to Hispanic ministry.

Familiarity with Encuentros Nacionales Hispanos de Pastoral.

Interview with the program coordinator.

Pastoral Care/Counseling

The Certificate Program in Pastoral Care/Counseling is a 21 unit concentration intended to assist pastoral ministers in institutional settings such as hospitals, schools, parishes, or prisons. The program also prepares students to provide pastoral services to a wide range of persons, such as the disabled, the divorced and separated, immigrants, and the bereaved.

The goal of the program is to provide the student with the means to develop empathic relationships, to apply professional skills, and to reflect theologically on the care and counseling process.

Courses in this concentration may be applied towards the M.A. in Religious Studies, the M.S. in Counseling Psychology, or the Certificate of Advanced Religious Studies. In each case, the student will work with an adviser in ascertaining the courses needed to complete the degree/certificate goal.

A Certificate in Pastoral Care is available to those who seek the M.A. in Religious Studies. A Certificate in Pastoral Counseling is available to those in the M.S. in Counseling Psychology.

Admission Requirements

Bachelors degree or demonstrated ability to do graduate work.

Evidence of adequate theological/psychological background.

Two recommendations indicating ability to succeed academically in the program.

Reflective paper on one's philosophical/theological approach to pastoral counseling and ministry.

College transcripts and/or certificates related to one's ministry.

Interview with the pastoral counseling adviser.

Youth and Young Adult Ministry

The Youth Ministry Certificate Program is a two-year training program for youth and young adult ministers. The eight courses and general sessions are offered by contractual arrangement with the Center for Youth Ministry Development, Connecticut, on location in Los Angeles, Orange, Sacramento, San Bernardino, and San Diego, under co-sponsorship with the diocesan offices of youth and young adult ministry. Upon satisfactory completion of 12 units of course work a certificate from Mount St. Mary's College is awarded. Course work may be taken for graduate or undergraduate credit.

Admission Requirements

The applicants for the Youth and Young Adult Ministry Certificate Program are screened and accepted in accordance with the guidelines of both the Diocesan Youth Ministry Office and Mount St. Mary's College. A staff member from each diocesan office serves as liaison with the Director of the Graduate Programs in Religious Studies and acts as academic advisor for students within each particular diocese.

Continuing Education for Pastoral/Catechetical Ministry

The Graduate Religious Studies Program offers workshops both in English and Spanish for the continuing education of those in pastoral or catechetical ministries.

Most of these weekend workshops are non-credit. Occasionally, graduate credit or continuing education units (C.E.U.) can be earned. Courses and workshops which provide continuing education in the fields established by the California Bishops Conference are granted recertification credit by the Los Angeles Archdiocesan Department of Schools, the Office of Religious Education, and/or the Office of Worship. Verification of attendance is provided to registrants upon request.

Conferences such as the Religious Education Congress (Anaheim) are granted Continuing Education Units (C.E.U.'s) and filed by Mount St. Mary's College with the National Registry for Continuing Education, Iowa City, Iowa.

Courses

200-level courses will vary in units when offered as acyclic courses (outside the regular semester schedule) or during the summer session. 200-level courses are not open to undergraduates except with special petition. Permission and signature of the program adviser are required for anyone seeking admission to any course.

STUDIES IN THEOLOGY

Scripture

RST 201 The Pentateuch and Historical Books (3)

An introduction to the formation of the historical books of the Old Testament and to their historical, cultural, and theological background.

RST 203 The Prophets (3)

A study of the major prophetic literature in relation to the historical, cultural, and theological background.

RST 206 Wisdom Literature (2)

An examination of the Psalter and Wisdom Literature and exegesis of representative psalms and passages.

RST 208 Synoptic Gospels (3)

The theology and background of the synoptic gospels; special problems, purpose, and hermeneutics.

RST 210 Gospels and Letters of John (3)

The Gospel of John: its theology, themes, sources, and problematics.
Johannine literature: the letters of John, their theology, questions, themes, and sources.

RST 211 The Book of Revelation (1-2)

The historical, literary and theological insights taken from the Book of Revelation and its relation to the other writings of the New Testament.

RST 212 Pauline Literature (3)

Theology of Paul with special emphasis on such themes as eschatology, community, justification, Christ, apostleship.

RST 219/183 Special Studies in Scripture (1-3)

Specific themes in Scripture such as particular sections of either the Old or New Testament; Scripture in relation to ethics, systematics, religious education or liturgy. May be repeated for credit.

Systematics

RST 220 Foundations of Theology (3)

An introductory study of the major approaches in the study of theology, method, areas of systematic thought, contemporary theologians and their contributions.

RST 222 Images of God (3)

A study of the historical and contemporary understanding of God using both biblical and traditional sources. Particular attention is given to an understanding of Trinity.

RST 223 Jesus the Christ (3)

A contemporary Christology based on biblical and traditional sources with emphasis on the questions related to Jesus and Christological thought, method, and application to current issues.

RST 225 Grace and Christian Anthropology (3)

Classical and contemporary approaches to the theology of grace; the person in relation to God; religious dimensions of being human.

RST 228 The Church (3)

A contemporary ecclesiology based on its biblical and traditional foundations; the documents of the Church; authority; mission; current issues.

RST 229/181 Sacramental Theology (3)

An overview of the sacraments; the history, development, and current practice of the sacraments.

RST 229B The Rite of Christian Initiation (1-2)

A treatment of the history and theology of the rite of Christian Initiation with special emphasis on the theology of baptism and confirmation. This course may be repeated when Baptism and Confirmation are treated separately.

RST 229E The Eucharist (2)

History and theology of the eucharist; special issues include: sacrifice, real presence; intercommunion.

RST 229H Orders (2)
History and development of orders; treatment of other ministries in the Church.

RST 229M Marriage (2)
History and development of marriage; issues related to fidelity, interreligious concerns, parenting.

RST 229R Reconciliation and Anointing (1-2)
History, development, and practice related to the sacraments of reconciliation and anointing. This course may be repeated when reconciliation and anointing are treated separately.

RST 230ABC Survey of the History of the Church (3,3,3)
The beginning of the Church to the Middle Ages; the Renaissance to Reformation; Post-Reformation to the Modern Church.

RST 232 Ecumenism (1-3)
Historical overview of the separation of churches; the Decree on Ecumenism, and the search for Christian unity today.

RST 236 Christian Spirituality (1-3)
This course may include one or all of the following topics: an examination of the life of faith, kinds and methods of prayer, history of spirituality; spirituality and ministry. May be repeated for credit.

RST 237 Foundations of Liturgy (3)
Historical and theological foundations; liturgy in the Western church; documents related to liturgy; liturgy and inculturation.

RST 239/182 Special Studies in Systematics (1-3)
Special studies in systematics includes courses such as specific periods in the history of the Church, Mary, ecumenism, etc. This course may be repeated for credit.

Christian Ethics

RST 242 Fundamental Christian Ethics (3)
A study of the way in which contemporary moral theology treats the fundamental elements of Christian moral judgement; formation of conscience; person as moral agent; moral norms and natural law.

RST 243 Christian Social Ethics (3)
Theological foundations of Christian social ethics as found in the Bible, the history of Christian ethics, and modern ethicists.

RST 244 Theology and the Social Sciences (3)
An approach to theology from reflection on experience and analysis of its social dimensions.

RST 245 Liberation Theology (3)
An investigation of the theological literature concerned with liberation and a discussion of problematics involved in social change.

RST 246 Issues of Life and Death (3)
A consideration of biomedical issues revolving around the value of human life, such as contraception, abortion, genetic manipulation, and euthanasia.

RST 247 Human Sexuality and Marriage (3)
A study of the questions relating to human sexuality and marriage as seen from an ethico-biblical perspective with attention given to the insights from psychology and theology.

RST 248 Ethics in a Pastoral Context (1-3)
An overview of basic ethical concepts involved in Christian living, e.g., conscience, freedom, responsibility, sin, in the context of personal and social moral issues. Required for Pastoral Counseling. May be waived if student demonstrates adequate preparation in Christian ethics.

RST 249/180 Special Studies in Christian Ethics (1-3)
Special studies in Christian ethics includes those topics which concentrate on a particular area within the courses already listed. Or special studies may relate to scripture or systematics, or religious education. This course may be repeated for credit.

STUDIES IN MINISTRY

RST 253 Liturgical Year and Planning (2)

History and theology of the liturgical year and Christian calendar; multidisciplinary approach to liturgical planning of feasts and seasons.

RST 257AB Liturgical Leadership Formation (3,3)

An Archdiocesan course offered to form the participant in faith as well as in understanding the liturgical and practical bases of liturgy.

RST 259 Special Studies in Liturgy (1-3)

This course treats selected topics such as liturgy and music, art, liturgical prayer, the hours, or cultural adaptation. May be repeated for credit.

RLM 259 Special Studies in Liturgical Music (1-3)

Special studies related to liturgical music. This may include off-campus offerings such as the National Pastoral Musicians Conference. May be repeated for credit.

RST 260/187 Foundations of Christian Ministry* (1-2)

An examination of the foundations of Christian ministry (primarily youth ministry) through an exploration of the mission and ministry of Jesus up to a contemporary view of the mission and ministries of the Church.

RST 260A/187A Principles of Youth Ministry* (1-2)

This course is a thorough overview that communicates the WHY of youth ministry through a coherent analysis of its foundations in theology, culture, psychology, development theory, and sociology.

RST 261 Foundations of Catechetics (2-3)

Survey of the historical, theological, philosophical foundations of contemporary catechetics. Current issues and practical applications; future directions.

RST 262A/184A Fostering the Faith Growth of Youth through Evangelization and Catechesis* (1-2)

This course explores (a) the theological and multicultural foundations of fostering faith growth in adolescence; and (b) the purposes, scope and approaches for evangelization catechesis. It develops skills for (a) evangelizing and storytelling; (b) for organizing a catechetical curriculum for younger and older adolescents; and (c) for creating learning experiences that respect the learning styles of adolescents from different cultures.

RST 262B/184B Fostering the Faith Growth of Youth through Prayer and Worship* (1-2)

This course explores the interrelationship of growth in faith and spiritual development. It includes an analysis of adolescent spirituality and spiritual development, and of the contexts and approaches for nourishing the spiritual growth of youth. The course will develop an understanding of the theology of sacraments, worship and prayer; and the practical skills for designing prayer services, liturgical celebrations, and retreat programs that respect the cultural traditions of youth.

RST 262C/184C Fostering the Faith Growth of Youth through Justice, Peace and Service* (1-2)

This course explores the foundations of fostering a justice and peace consciousness and spirituality in youth drawn from theology and scripture, social analysis, and adolescent development. It develops principles and skills for creating educational programs, service/action projects, and infusion strategies for justice, peace and service.

RST 263ABC Advanced Catechetical Ministry (2,2,2)

A three-phase program which prepares catechetical leaders for ministry to adults. The program consists of three areas: theological formation, ministry specialization, and supervised practicum.

RST 266 Leadership in Pastoral Ministry (1-3)

The biblical, theological, ethical foundations for Christian leadership followed by practical management theory with established Christian ministerial themes. Some themes are women and men as partners in ministry, issues of diversity, conflict resolution.

RST 266A/188A Leadership Processes for Youth Ministry* (1-2)

This course explores the role of the leader in Christian ministry by examining the theories, approaches and processes for effective leadership. Leaders will diagnose their own leadership style and develop concrete ways to improve their leadership ability. The course combines theory presentations with experiential learning about the processes and skills for: (a) planning, implementing and evaluating programming in youth ministry; (b) implementing change and program innovations; and (c) for recruiting, training and supporting adult and youth leaders in ministry.

RST 266B/188B Leadership Skills for Youth Ministry* (1-2)

This course addresses the theories and skills that ministers need to work with and through people. Leaders will develop an appreciation of their own personality/ministry style and how to work effectively with the styles of others. Participants will develop a practical, working understanding and the experiential ability to use skills in the following areas: conflict management and problem solving; stress and time management; effective communication; and team building.

RST 267A/186A Pastoral Care of the Adolescent* (1-3)

A theoretical and skills approach to counseling the adolescent with special focus on the role of the youth minister as a non-professional.

RST 267B/186B Principles for Multicultural Youth Ministry* (1-2)

This course presents principles for doing youth ministry in a multicultural society and church. Special emphasis is given to a basic understanding of culture, the dynamics of cross-cultural contact at the systemic

and interpersonal level, cross-cultural communication, and the problems of racism and stereotyping. Specific issues facing youth of various cultures in the U.S. and models of multicultural youth ministry will be treated so as to enable youth ministers to work more effectively with youth outside their own cultural and racial groups.

RST 271 Survey of Hispanic Culture and Religion (3)

A survey of the roots of the cultural expressions of faith as found in the Latino/Hispanic community. This course is especially shaped for those in ministry in Latino communities.

RST 273 Perspectives on Hispanic Theology (2)

Theological Reflection on Hispanic issues emerging from the process of the Encuentros in the United States; its relevance to the present and future Church experience in the Americas.

RST 279 Special Studies in Ministry (1-3)

This course includes topics which may relate to a specific ministry, or study in catechetics, scripture, Christian ethics, or systematics.

RST 280A/PSY 225 Theories of Pastoral Counseling I** (3)

Introductory courses which include an overview of theories of counseling and psychotherapy which influence contemporary pastoral care/counseling. Includes psychoanalysis, ego psychology, transactional analysis, existential therapy problem-solving, crisis intervention and psychosocial theories. Considers what is uniquely pastoral in pastoral care/counseling.

RST 280B/PSY 236 Theories of Pastoral Counseling II** (3)

This course examines the study of family therapy and family systems theory. Psychological and sociological influences on family behavior along with a survey of treatment models for the family.

RST 281 Counseling/Listening Skills (1)**
The focus is on basic counseling/listening skills: attending, responding, personalizing and initiating skills.

RST 282 Spirituality and Spiritual Direction (1)**
Introduction to spiritual direction; nature of spiritual direction; preparation and role of the spiritual director. This course may be substituted for one unit of Special Issues in Pastoral Counseling, RST 284.

RST 283 Psychology of Religion (3)**
Scope and methods of psychology in relation to religion; the sacramental, religious aspects of counseling; psychological and religious factors in the stages of faith, conversion, and vocation.

RST 284A/PSY 238 Issues in Pastoral Counseling: Sexuality (1)**

This course explores the nature of healthy sexuality and pathological manifestations of sexuality as they concern the minister of pastoral care and counseling.

RST 284B/PSY 238 Issues in Pastoral Counseling: Cross Cultural Issues (1)**

The aim of this course is to explore the pastoral implications of cultural diversity. There will be special emphasis on the African American, Hispanic and Asian cultures as they affect persons and families from these cultural backgrounds living in the U.S.

RST 284C/PSY 238 Issues in Pastoral Counseling: Dependency Disorders (1)**

This course explores dependency disorders with emphasis on chemical dependencies. Possible pastoral responses to those affected by chemical dependency will be discussed.

RST 286/PSY 269 Clinical Case Studies in Pastoral Counseling (3)**
Analysis of current developments and problems met in the practice of pastoral counseling with focus on the psychodynamics and critique of the counseling relationship. Field experiences is adjunctive to this course. This course fulfills the requirements of PSY 269.

RST 287 Psychological/Theological Integration Seminar (3)**
The goal of this seminar is to assist students in integrating their professional expertise in relationship to their Christian vocation as pastoral counselors. The student will be asked to write a reflective paper on his/her own theological orientation as it affects his/her own pastoral counseling practice. Field experience is adjunctive to this course.

RST 289 Special Studies in Pastoral Counseling (1-3)**

This course will examine fields and areas in pastoral counseling as related to various disciplines, problems and ministries, such as detention ministry, ministry to/with the aging, and women's issues. One or other of these courses may be substituted for part of Special Issues in Pastoral Counseling.

**Certificate in Youth and Young Adult Ministry Course*

***Certificate in Pastoral Care/Counseling Course*

Research

RST 290 Thesis (4)

RST 291 Research Essay (1)

RST 295/195 Internship (1-3)

By special pre-arrangement with the program director; available by request in any term.

RST 298 Comprehensives (0)

RST 299 Independent Studies (1-3)

A student may apply for independent study with the approval of a faculty adviser and the program director. Ordinarily, no more than 6 units of independent study may be taken towards the M.A. degree.

Programa para Certificación en Ministerio Pastoral Hispano (Hispanic Pastoral Ministry Program)

El Programa para Certificación en Ministerio Pastoral Hispano ha sido diseñado tanto para personas ya comprometidas en el área de la Pastoral Hispana, como para aquellas interesadas en profundizar su formación teológico-pastoral.

Mount St. Mary's College concede el Certificado en Ministerio Pastoral Hispano a quienes completan satisfactoriamente las 18 unidades requeridas por el programa general. Los tópicos del Programa proporcionan los elementos necesarios para ayudar a quienes participan a reflexionar críticamente las cuestiones teológicas y pastorales que emergen de las exigencias y necesidades de la Pastoral Hispana. La misma estructura del Programa, además de presentar una visión pastoral de la realidad hispana, desarrolla las tres áreas básicas de escritura, teología sistemática y ética cristiana en orden a fortalecer la práctica pastoral.

Para quienes no desean certificación formal, todos los cursos están abiertos para enriquecimiento teológico-pastoral. Sin embargo, quienes toman cursos independientes y/o para enriquecimiento, recibirán reconocimiento por su participación en cada curso. Las 18 unidades del Plan General de estudios pueden ser completadas en un período de 18 meses.

The Certificate Program in Hispanic Ministry is designed for those persons with a commitment to Hispanic Pastoral Ministry, as well as for those interested in deepening their theological pastoral formation.

Mount St. Mary's College grants the Certificate in Hispanic Pastoral Ministry to those who satisfactorily complete 18 required units. The topics are intended to assist participants to reflect critically on the basic theological and pastoral questions which emerge from the needs found in Hispanic Pastoral Ministry. Furthermore, the structure of the program presents a pastoral vision of the Hispanic reality throughout the three basic areas of scripture, systematic theology and Christian ethics to strengthen pastoral ministry.

For those who do not desire formal certification, all courses are open for theological-pastoral enrichment. Moreover, participants who take individual courses for enrichment, will receive recognition for their participation in each course. The 18 units of the Certificate Program can be completed in a period of 18 months.

Requisitos de admisión:

- 1) Bachillerato, Certificado de Preparatoria/Secundaria, y/o constancia de estudios en el campo teológico.
- 2) Reciente participación acreditada en algún programa como: Master Catechist Program, Leadership in Religious Education, Institutos Pastorales para Ministerio Hispano u otro programa reconocido por las Oficinas Diocesanas.
- 3) Dos cartas de recomendación.
- 4) Descripción de filosofía y objetivos en relación al ministerio Hispano.
- 5) Familiaridad con los Encuentros Nacionales Hispanos de Pastoral.
- 6) Constancias en el campo de educación religiosa.
- 7) Entrevista con quien dirige el Programa.

Quienes tiendan hacia la obtención del Certificado en Ministerio Pastoral Hispano, si lo desean, pueden aplicar hacia la obtención de la Maestría en

Estudios Religiosos. Deberán ser cubiertos satisfactoriamente los requisitos de entrada y los cursos previamente consultados y seleccionados con la directora del Graduate Program in Religious Studies.

Admission Requirements

- 1) Bachelor's degree, certificates of preparation, and/or written evidence of study in the field of theology
- 2) Recent participation in an accredited program such as: Advanced Cathechetical Ministry Program, Leadership in Religious Education, Pastoral Institute for Hispanic Ministry or other program recognized by the Diocesan Offices.
- 3) Two letters of recommendation.
- 4) A description of the philosophy and objectives in relations to Hispanic ministry.
- 5) Familiarity with Encuentros Nacionales Hispanos de Pastoral.
- 6) Written verification of work in the field of religious education.
- 7) Interview with program director.

Participants who obtain a Certificate in Hispanic Pastoral Ministry, if they desire, may apply to the Masters in Religious Studies. After satisfactorily completing the requirements for entrance into the Graduate Division, students will select courses in consultation with an advisor from the Graduate Program in Religious Studies.

RST 200S/100S Introducción al Antiguo Testamento (1-3)

Abordaje de los grandes ejes de lectura del Antiguo Testamento, su contexto histórico, función social del texto, lugar asumido por autores, y formas literarias. (An overview of the main approaches to Old Testament; its historical context; social function of the text; positions embraced by authors; and literary forms.)

RST 203S/103S Profetas y su Mensaje (1-3)

Estudio de la literatura profética más significativa del Antiguo Testamento, su contexto histórico, finalidad y dimensión política. (A study of the major prophetic literature of the Old Testament; historical background; purpose and political dimensions.)

RST 208S/108S Introducción al Nuevo Testamento (1-3)

Introducción a los fundamentos del Nuevo Testamento. Se abordarán particularmente los Evangelios Sinópticos, el contexto histórico-social de la primitiva iglesia y surgimiento de literatura neo-testamentaria. (An introduction to the New Testament

foundations; Synoptic Gospels; historical and social context of early Church and the rise of New Testament literature.)

RST 219S/183S Estudios Especiales en Escritura (1-3)

Temas específicos en Escritura, o concentración en secciones particulares del Antiguo o Nuevo Testamento; la Escritura en relación con la ética, teología sistemática, educación religiosa o liturgia. (Specific themes in Scripture such as particular sections of either the Old or New Testament; Scripture in relation to ethics, systematics, religious education or liturgy.)

RST 220S/120S Introducción a la Teología (1-3)

Abordaje de la Teología Sistemática como disciplina que reflexiona la práctica de fe su método y los discursos teológicos contemporáneos. (An overview of Systematic Theology as it reflects the practice of faith; its method and contemporary theological discourses.)

RST 223AS/123AS Jesús el Cristo (1-3)

Bosquejo introductorio a la perspectiva Cristológica actual, cambios en la Cristología hoy, contribuciones de los métodos histórico-criticos del Nuevo Testamento. Se

ubicará la situación de Palestina. (An introductory survey to Christological perspectives; changes in Christology; historical-critical methods of New Testament; the situation of Palestine.

RST 223BS/123BS Jesús en los Evangelios Sinópticos (1-3)

Estudio sistemático de la obra y palabra de Jesús en los Evangelios Sinópticos, particularmente la comprensión del Reinado de Dios y la captación de Jesús como el Cristo. (Systematic study of Jesus' mission and teaching in Synoptic Gospels, particularly the understanding of The Reign of God and of Jesus as Christ.

RST 226S/126S Antropología Cristiana (1-3)

Bosquejo sobre la comprensión bíblica de la Humanidad y su relación con la Tierra. Examen crítico del paradigma antropológico patriarcal. Enfasis en los nuevos modelos para una antropología transformadora. (A survey of the biblical understanding of Humanity and its relationship to the Earth. Critical approach to patriarchal anthropological paradigm. Emphasis on new models for transformative anthropology.)

RST 228AS/100AS La Iglesia y su Misión (Part I) (1-3)

Tratamiento teológico sobre la misión de la Iglesia; se enfatizará la relación metodológica: Reino-Mundo-Iglesia y su desarrollo en la historia de la Iglesia. (Theological treatment on mission of the Church; emphasis on methodological relation of: Reign of God-World-Church and its development in the history of the Church.)

RST 228BS/128BS La Iglesia: Sacramento del Reinado de Dios (1-3)

Se clarificarán aspectos fundamentales de la Iglesia hoy: su dimensión sacramental, sus notas características; se enfatizará la tarea de la evangelización, los nuevos ministerios y Comunidades Eclesiales de Base. (A study to clarify fundamental aspects of the Church today: its sacramental dimension; its characteristic notes; emphasis on the task of evangelization; new ministries and Basic Ecclesial Communities.

RST 235S/135S Espiritualidad Cristiana (1-3)

Nueva comprensión de Espiritualidad como reto de una práctica liberadora; análisis de impacto de la vida moderna en la Espiritualidad y su dimensión política. Las contribuciones de la espiritualidad Hispana. (New understanding of spirituality as a challenge of liberation practice; analysis of the modern culture's impact on spirituality and its political dimensions. Contributions of Hispanic Spirituality.)

RST 239S/183S Estudios Especiales en Teología Sistemática (1-3)

Estudios especiales in Teología Sistemática, incluye cursos sobre períodos específicos en la historia de la iglesia, María, ecumenismo, creación, etc. (Special studies in Systematics includes courses such as specific periods in the history of the Church, Mary, ecumenism, creation, etc.)

RST 240S/140S Fundamentos de la Etica Cristiana (3)

Bosquejo de las líneas fundamentales de la Etica Cristiana en la historia de la Iglesia; los elementos básicos para un juicio moral de acuerdo a la teología moral y la opción cristiana hoy. (A survey of the major developments of Christian Ethics; basic elements of Christian moral judgement according to moral theology. Fundamental option of Christians today.)

RST 243S/143S Etica Social Cristiana (1-3)

Aspectos fundamentales de Etica Social su fundamento bíblico; la enseñanza social de la Iglesia en relación a: economía, política, ideologías, justicia social y práctica cristiana. (Principles of social ethics; biblical foundations; social teaching of the Church on: economics, politics, ideologies, social justice and christian praxis.

RST 244S/144S Teología y Ciencias Sociales (1-3)

Enfoque en la disciplina de las Ciencias Sociales y su correcta articulación con la mediación hermenéutica y la mediación práctica; énfasis en el análisis dialéctico de la realidad social. (An approach to the discipline of the Social Sciences and its proper articulation to hermeneutics and praxis; emphasis in dialectic analysis of social reality.)

**RST 246S/146S Etica y Vida
Humana (1-3)**

Estudio sobre aspectos relacionados con el valor de la vida humana hoy: contracción, aborto, experimentación con el ser humano, eutanasia, pastoral de la salud, etc. (A study of the questions relating to the value of human life: contraception, abortion, human experimentation, euthanasia, health care, etc.)

**RST 249S/180S Estudios Especiales
en Etica Cristiana
(1-3)**

Estudios especiales en Etica Cristiana incluye aquellos temas concentrados en alguna área específica de los cursos anotados. De igual modo, se refiere a temas particulares en los campos de la escritura, Teología Sistemática o educación religiosa. (Special studies in Christian Ethics includes those topics which concentrate on a particular area within the courses already listed. Or, special studies may relate to scripture or systematics or religious education.)

**RST 271S/171 Religiosidad Popular
(1-3)**

Examen de la Religiosidad Popular y su relevancia para el Ministerio Pastoral Latino/ Hispano. Su dimensión cultural, antropológica y política, así como su contribución a

la liberación de los pobres. (An examination of Popular Religiosity and its relevance to the Latino/Hispanic Pastoral Ministry. Its cultural, anthropological and political dimensions and its contributions to the liberation of the poor.)

**RST 273BS/173BS Perspectivas de
la Teología y
Ministerio
Hispano (1-3)**

Las grandes líneas del Ministerio Hispano/ Latino; realidad socio-política, económica y cultural. Temas relevantes como; proceso pastoral, nuevo ministerios, inculturación, liberación, con énfasis en los Encuentros. (An overview of Hispanic Ministry; the socio-political, economic and cultural reality. Major issues surfaced; pastoral process, new ministries, inculturation and liberation. Emphasis on the Encuentros.)

**RST 278S/178S Seminario de
Integración (3)**

Consideración de la relación entre práctica-conocimiento-historia y teoría-práctica. Métodos para planificar la educación religiosa y supervisión. (A consideration of the relation between practice-knowledge-history and practice-theory. Methods for planning religious instruction and supervision.)

Social Science Division

Affiliations: *History, Political Science, Sociology, Leadership Studies.*

The Social Science Division offers a variety of majors and program emphases which make it possible for students to individualize studies to fit their interests. Flexibility within the Division allows high quality courses from affiliated disciplines to be combined for a shifting matrix of student needs.

Social Science

The Social Science major is an expanded area major with a choice of three emphases: history, political science, and public administration.

The variations within the major make it possible for students to direct their studies into particular areas of interest. A core of studies is directed toward fiscal problems, employment, technology, societal roles, ecology, and the general strategy of government.

Courses Required for a B.A. Degree in Social Science

History Emphasis

Lower Division:

HIS 1AB	Western Civilization	(3,3)
POL 10	Political Concepts	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	(3)
	Two-course sequence in American history	(6)
	Two-course sequence in European history	(6)
	Three upper division courses in economics, political science, or sociology	(9)

Recommendations:

ECO 1 or ECO 2 HIS 25	Microeconomics Macroeconomics Cultural and Historical Geography	(3) (3) (3)
--------------------------------	---	-------------------

Total units in social science: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Political Science Emphasis

Lower Division:

POL 2	Comparative Government	(3)
POL 10	Political Concepts	(3)

Upper Division:

Seven upper division courses in political science	(21)
Three upper division courses in history or economics or sociology	(9)

Total units in major courses: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

Public Administration Emphasis

Lower Division:

POL 1 or POL 10	American Government and Institutions Political Concepts	(3) (3)
-----------------------	--	------------

Recommendations:

BUS 16A ECO 1 or ECO 2	Accounting Principles I Microeconomics Macroeconomics	(4) (3) (3)
---------------------------------	---	-------------------

Upper Division:

POL 185 POL 186 POL 187 POL 191	Public Personnel Administration Introduction to Public Administration Organizational Theory and Governmental Management Internship in Government Service	(3) (3) (3) (3)
--	--	--------------------------

Fifteen units from the following courses:

MTH 9 MTH 38 POL 2 POL 108 POL 134 POL 170	Introduction to Computer Processes Elements of Probability and Statistics Comparative Government American Constitutional Law International Organization American Party Politics	(3) (3) (3) (3) (3) (3)
---	--	--

or		
POL 175AB	Selected Topics in the American Political Structure	(3-3)
POL 180	State and Local Government	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 175	Urban Sociology	(3)

Total units in social science: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

All courses, except Leadership core courses, are described in the respective department listings.

Leadership Studies Minor

The Leadership Studies minor is designed to provide students with an indepth understanding and practice of leadership as it relates to women.

The study of leadership includes descriptive, functional, and policy components. The **descriptive** component focuses upon “who is the leader” in a variety of contents; this component utilizes history, biographies, self-assessment, literary models, and cross-cultural studies. The **functional/ operational** component focuses on “how one leads more effectively” this component reviews leadership styles and organizational behavior while developing specific personal skills in students. The **policy** component focuses upon social change theories and strategies, values of leadership, and specific analysis of policies and issues affecting society. Students with a Leadership Studies minor arrange a plan of study with the director of the Leadership Program.

Recommendations and Preparation:

ENG 18	Studies in World Literature	(3)
ENG 25	Myth Making: The Quest for Meaning	(3)
ENG 54	Studies in American Literature	(3)
HIS 5H	European Leaders and Ideas	(3)
HIS 171	U.S.: Revolutionaries and Constitutionalists	(3)
HIS 173	U.S.: Civil War and Reconstruction	(3)
PHI 21	Moral Values	(3)
POL 1	American Government	(3)
POL 171H	Presidents and Personalities	(3)
POL 192	Plays and Politics	(3)
PSY 1	General Psychology	(3)

Requirements:

A minimum of 19 units taken from the following areas or approved substitutes:

Leadership Theory and Skill Building: (10 units)

SSC 16A	Introduction to Leadership	(1)
PSY 2	Psychology of Communication	(2)
SSC 16B	Leadership Skill Building	(1)

SPE 12	Business and Professional Communication	(1)
SSC 100	Leadership Fieldwork	(3)
SSC 125	Leadership Studies Seminar	(3)

Policy Analysis: (3 units)

BUS 192	Business Policy	(3)
PHI 170	Social and Political Philosophy	(3)
POL 135	Selected Problems in International Organization	(3)
SOC 112	Contemporary Social Issues	(3)
PTH 162	Administration and Supervision of Physical Therapy	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)

Organizational Behavior/Social Change Theory: (6 units)

BUS 184 or POL 187	Organizational Behavior	(3)
POL 187	Organizational Theory and Governmental Management	(3)
SOC 190	Social Change	(3)
NUR 182	Leadership/Management in Nursing	(3)

SSC 16A Leadership Seminar I (1)
An introduction to the theory and issues of leadership, with particular emphasis on the application of these principles to women in higher education.

SSC 16B Leadership Seminar II (1)
An investigation of the concepts and issues of leadership, with particular emphasis on the application of these principles to women in higher education.

SSC 16C Leadership, Women and the Workplace (1)
This seminar will analyze the role of women within the American workplace through review of demographic and labor statistics, current legislation, and case studies. Issues affecting women working outside of the home will be discussed with guest facilitators from diverse careers.

SSC 16H Self and Innovative Society: Honors Leadership (1)
Seminar exploring interconnections among self, creativity, and leadership from developmental and political perspectives. Team work and decision making skills emphasized through a leadership project.

SSC 100 Leadership Fieldwork (3)
Experience-oriented course enabling the student's observation and application of the principles of leadership. Weekly seminar includes integrating fieldwork with theories and models of community leadership. Enrollment with the consent of the Director of Women's Leadership Program.

SSC 116C Advanced Leadership Seminar III (1)
A seminar focusing upon problem solving through case studies with professionals in business, public service, law, and medicine. Particular attention is devoted to practical application of leadership skills.

SSC 125 Leadership Studies Seminar (3)
A critical examination of four themes of leadership: the leadership context, strategy for change, emerging styles of leadership, and future vision/current values of particular leaders. A special focus will be on role of women as leader and follower within organizations and society.

SSC 190 Leadership Practicum (1-3)

Experience-oriented course designed to enable the student to apply the principles of leadership in real life settings. Course includes a weekly seminar oriented towards

integrating experiences with theory. Seniors are required to enroll in the practicum concurrently with course(s) in management, public administration, organizational behavior, and/or group dynamics.
Prerequisite: Consent of instructor.

Sociology

The major in sociology is a study of people as they live together in groups. Sociologists in the past have contributed important information and insights to discussions of urbanism, education, the racial situation, and legislation to prevent poverty and to eliminate crime. By inquiring into the structure and dynamics of modern society, the student develops a capacity for viewing our changing social world objectively, critically, and creatively.

Courses Required for a B.A. Degree in Sociology

Lower Division:

SOC 5	Sociological Perspectives (prerequisite for all upper division Sociology Courses)	(3)
MTH 38	Elements of Probability and Statistics	(3)
POL 10	Political Concepts	(3)

Upper Division:

SOC 104	The Family	(3)
SOC 195	Sociology of Religion	(3)
SOC 117	Research Methods	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 165	History of Social Thought	(3)
SOC 166	Contemporary Sociological Theory Plus any two other upper division courses	(3)
		(6)

Total units in Sociology: 36

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement.

The Minor in Sociology

A minimum of seven courses in sociology, including:

SOC 5	Sociological Perspectives (prerequisite for all upper division Sociology courses)	(3)
One course in sociological theory		(3)
One course in research methods		(3)

SOC 4 The Family, Child, and Community (3)

The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered. GS-IIIF

SOC 5 Sociological Perspectives (3)

A basic course presenting the vocabulary of sociology; its concepts; the varied aspects of social structure and function; the rural-urban shift. This course is a prerequisite for all upper division sociology courses. GS-IIIF, VI

SOC 104 The Family (3)

The structure of the family as institution. Change as it affects the structure of the family, the functions it performs, and the definition of member roles. Involves a comparison of types of family systems. GS-IIIF

SOC 110 Deviant Behavior: Juvenile Delinquency (3)

An analysis of basic theoretical orientations to social and personal disorganization of the juvenile in twentieth century American society. Special emphasis on contemporary problems and movements of the youth scene.

SOC 111 Deviant Behavior: Criminology (3)

An analysis of basic theoretical orientations to social and personal disorganization of the adult in twentieth century American society. An examination of the various types of individual and group deviance. See POL 107.

SOC 112 Contemporary Social Issues (3)

An explication and analysis of the institutional disjunctions, the conflict between value systems, and the stresses between majority and minority groups in contemporary society.

SOC 117 Research Methods (3)

Study of the techniques and methods used in sociological research with a critical analysis of research studies. GS-II, IIIF

SOC 125 Comparative Social Structures (3)

An examination of the basic social structures of society. A study of the similarities among and differences between societies, including a comparison of primitive and modern cultures.

SOC 145 Social Psychology (3)
See PSY 145.**SOC 161 Dynamics of Majority-Minority Relations (3)**

A study of majority policies toward minorities and of alternative minority responses to prejudice and discrimination. Special emphasis given to American minorities (racial and cultural) and to classical majority-minority situations. GS-VI

SOC 165 History of Social Thought (3)

An examination of selected types of social thought from primitive speculation to early modern scientific inquiry. Required for the major in sociology and the major with an emphasis in social work.

SOC 166 Contemporary Sociological Theory (3)

A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry and analysis. GS-IIIF

SOC 175 Urban Sociology (3)

A study of the change from rural to urban societies and the problems of adaptation created by this change. Major emphasis on the history of urbanization, demographic changes, and social problems related to urbanization. Analysis of such problem areas as education, race, housing, poverty, welfare, taxation, etc.

SOC 180 Social Stratification (3)

An examination of systems of class and caste, with special attention to the United States; and exploration of such elements of stratification as status, occupation, income, and others; a thorough examination of the style of life of minorities, the poor, the elite, and the middle class.

SOC 185 Political Sociology (3)

A course designed to provide the student with an understanding of the organization of power and an analysis of the social basis of power and political institutions. This understanding of politics is used to analyze

political behavior, political bureaucracies, political movements, interest groups, and social change. A review of some cross-cultural research is included.

SOC 189 The Sociology of Aging (3)

An exploration of the sociological definitions of aging, the demography of the aged and role changes, particularly from work to retirement. Included also are studies of class and caste and the effects of social status upon the quality of life of the elderly with an emphasis on employment opportunities, financial resources and service programs.

SOC 190 Social Change (3)

An examination of the areas of social change in American society with an emphasis on understanding the past in order to project expected changes in the future. Attention is paid to the influences of internal and external factors upon social structures as well as the effect those changes have upon various segments of our society over the life-cycle.

SOC 192 Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the sociologist are interrelated. A multi-dimensional and interdisciplinary approach is utilized. May be taken for lower division credit. Also see POL 192. **GS-IIIG**

SOC 195 Sociology of Religion (3)

Religious belief and religious behavior as they influence other dimensions of social behavior. Social conditions as they influence belief and action. **GS-IIIF, VA4**

SOC 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

SOC 198 Readings in Sociology

(1-6)

Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)

A more advanced or specialized treatment of an area covered in the regular course list.

Spanish

Departmental Affiliation: Modern Language and Literature

The Department of Modern Language and Literature offers majors and minors in French and Spanish (for French course description, see alphabetical listing).

The major in Spanish is a comprehensive program leading to a proficiency in the four basic language skills: speaking, reading, writing, and understanding. Incorporated into the program are the culture and civilization of the Spanish-speaking world. Students may plan their programs with an emphasis on language, literature, international business, or legal affairs.

Courses Required for a B.A. Degree in Spanish

Lower Division:

SPA 1 & 2	Elementary I & II or equivalent	(8)
SPA 25	Writing, Composition and Grammar	(3)

Upper Division:

SPA 109	Spanish Writing Lab	(3)
SPA 42/112	History and Civilization of Spain	(3)
SPA 125	Spanish Masterpieces	(3)
SPA 191	Senior Thesis	(3)

Four additional upper division courses for a minimum of 24 upper division units.

The Minor in Spanish

A. Language, Literature Emphasis

Requirements:

A minimum of 23 units to include:

SPA 1 & 2	Elementary Spanish I & II	(8)
SPA 25	Advanced Composition	(3)

B. International Business Emphasis

Requirements:

A minimum of 23 units to include:

SPA 1 & 2	Elementary Spanish I & II	(8)
SPA 44	Hispanic Civilization and Culture	(3)
SPA 109	Spanish Writing Lab	(3)

SPA 1 Elementary Spanish I (4)
Develops the four fundamental skills of reading, writing, understanding and speaking. Emphasis on speaking and grammar. GS-IV

SPA 2 Elementary Spanish II (4)
Further develops the fundamental skills, stressing reading and writing as well as vocabulary building. *Prerequisite: SPA 1 or Instructor's consent.* GS-IV

SPA 8 Oral Comprehension and Conversation (3)
Intensive practice in oral communication both formal and spontaneous. Emphasis on vocabulary building and the acquisition of idiomatic speech patterns. *Prerequisite: SPA 2 or instructor's consent.* GS-IV

SPA 9 Intermediate Spanish Readings (3)
Literary and journalistic texts from Spain and from Latin America will be read and discussed, to improve reading and conversational skills and underline cultural variances. *Prerequisite: SPA 2 or instructor's consent.* GS-IV, VI

SPA 25 Writing, Composition and Grammar (3)
The emphasis is on writing and composition skills with intensive review of verbs and grammatical structures. *Prerequisite: SPA 2 or equivalent.* GS-IV

SPA 33A Civilization and Culture of Spain (3)
A general view of historical, social and cultural developments in Spain up to today. This course is given in English through the Weekend College only. GS-IV

SPA 33B Civilization and Culture of Hispanic America (3)
An introduction to the Civilizations and Cultures of Hispanic America, with emphasis on their artistic and literary masterpieces. Cultural differences and similarities will be stressed. This course is given in English through the Weekend College only. GS-IV

SPA 42 History and Civilization of Spain
A survey of the history and the civilization of Spain as background for the study of Literature. *Prerequisite: SPA 25 or Instructor's consent. (This course is offered at the Doheny campus only.)*

SPA 44 Hispanic Civilization and Cultures (3)
A background course for the study of the arts and literature of Hispanic America, focusing on historical, social and cultural developments. Emphasis on cultural differences and similarities. *Prerequisite: SPA 8 or equivalent.* GS-IV

SPA 109 Spanish Writing Lab (3)
Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns and style. Exercises in rhetoric, in creative and other forms of writing. *Prerequisite: SPA 25 or instructor's consent.*

SPA 112 History and Civilization of Spain (3)
A historical and cultural analysis of the civilization of Spain, of the development of its socio-political institutions up to this day. *Prerequisite: SPA 8 or instructor's consent.*

SPA 125 Spanish Masterpieces (3)
A study of the Masterpieces of Spanish Literature with emphasis on themes and styles of works: Cervantes, Calderon, Galdos, Zorilla and Blasco Ibanez. *Prerequisite: SPA 112.*

SPA 132 Studies in the Generation of 1898 (3)
The spirit of the Generation of '98 as reflected in the works of major representative authors. *Prerequisite: SPA 112.*

SPA 135 Contemporary Spanish Literature (3)
Major trends of poetry, theater, and prose fiction from 1898 to today. Intensive study of specific authors and critical analysis of selected works. *Prerequisite: SPA 112.*

SPA 140 Contemporary Literature of Hispanic America (3)
A study of the most outstanding works by contemporary Hispanic and Spanish-American writers, with emphasis on inter-cultural variations. *Prerequisite: SPA 44. GS-VI*

SPA 146 Women in Hispanic Literature (3)
Major contemporary women writers in the literature of Hispanic America and Spain: a women's view of life and culture. *Prerequisite: SPA 8 or instructor's consent. GS-VI*

SPA 190AB Internship (3,3)
Internship program in areas related to Spanish.

SPA 191 Senior Thesis (3)
Spanish majors complete a senior thesis in literature under the direction of a department member, enrolling in SPA 191, Senior Thesis, during the term in which they complete the work.

SPA 194 Study/Travel (1-6)
Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

SPA 196H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

SPA 198AB Directed Readings (3,3)
Directed readings selected from authors representative of significant literary periods.

SPA 199AB Independent Studies
(1-3, 1-3)
Directed readings and research. For qualified students with the approval of the department.

Special Programs

A maximum of six non-required units in Special Programs (including Physical Education) may be applied to requirements of the baccalaureate degree.

Interdisciplinary Courses

INT93/193AB Studies in Humanities (1.5,1.5)

May be taken for honors credit. May be repeated for credit. If both A and B sections are completed, course satisfies GS IIIA.

INT 194A Introduction to the Visual and Performing Arts (1)

Study will focus on an introduction to the visual and performing arts using the concepts included in the California State Frameworks, at a level appropriate for college study. Primary emphases will be placed on the study and appreciation of drama and dance.

INT 95/195 Study/Travel: European History and Culture (1-6) GS-III A

Other Courses

SPR 11 Seminar (1-3)

May be repeated for credit.

SPR 12 Studies in Humanities (1-3)

May be repeated for credit.

SPR 13 Studies in Contemporary Society (1-3)

May be repeated for credit.

SPR 14 Independent Study (1-3)

May be repeated for credit.

SPR 15 Workshop (1-3)

May be repeated for credit.

SPR 15S American Sign Language (1.5)

I. Students learn basic concepts of sign language and fingerspelling. They begin to understand deafness and its impact on communication.

II. Students improve sign vocabulary, increase receptive and expressive skills, develop story-telling techniques, and learn sign language idioms. May be repeated for credit.

SPR 19 Personal Awareness (1)

An application of Abraham Maslow's theory of a hierarchy of needs to the life of the student. It will explore what these needs are, how the resources of the college can help in meeting these needs, and how to be more successful and efficient in meeting these needs.

SPR 20X Reading and Academic Study Techniques (1-3)

An analytical method to strengthen reading efficiency: includes theory and practice to strengthen habits of systematic listening, notetaking, and techniques for handling related study problems; reference books, literary works, textbooks, and current academic readings. *Credit for SPR 20X may not be counted toward the baccalaureate degree.*

SPR 21X Math Workshop (1)

A skills course in the fundamental processes of arithmetic. *Strongly recommended for nursing basic math test; recommended for business, education, and other majors who need additional preparation in basic math. Credit for SPR 21X does not apply to the baccalaureate degree.*

SPR 22X Becoming a Master Student (1)

An opportunity for students to learn and adopt concrete techniques and specific strategies for success in college. *Credit for SPR 22X does not apply to the baccalaureate degree.*

SPR 25 Scholar Mentor Seminar (1)

A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. Permission of instructor is required.

SPR 25A Resident Assistant Seminar (1)

A more advanced course which focuses on the complexities of responding in counseling situations. Special attention is paid to self-understanding, empathy training and problem-solving. *Permission of instructor is required.*

SPR 26 Student Advocate Class (1)
 This class is designed to introduce R.A.'s, and ASB officers to skills necessary to be effective student advocates. Topics of discussion include group dynamics, confidentiality, networking and interpersonal communication skills. Special attention is focused on the complexities of responding to counseling situations encountered in their day to day work. Enrollment is limited to ASB officers and Resident Advisors.

SPR 18/118 Career Planning Seminar (1)

Assessment of one's needs, interests, skills and values; application to decisions about work, leisure time, choice of major and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and interviewing skills.

SPR 40X Bridges: Making the Transition (1-3)

Individually designed tutorial for adult students returning to academic experience. Focus to be on selected skills: basic study, note taking, reading, writing, and math in the format of assisted self-study. This course will be taken as needed based on placement testing results. *Credit for this course does not apply to the baccalaureate degree.*

SPR 50X College Skills (1-3)

A course designed to address the vocabulary, listening, notetaking and summarizing skills required to meet the demands of college classes. *Required for A.A. students who are academically underprepared. Credit for SPR 50X does not apply to the baccalaureate degree.*

SPR 51X College Skills: Reading (1-3)

A course designed to address the vocabulary, speech and comprehension skills required to meet the demands of college classes. *Required for A.A. students who are academically underprepared. Credit for SPR 51X does not apply to the baccalaureate degree.*

SPR 52X College Skills: Writing (1-3)

This is a supplementary course which is taught concurrently with English 3X, Basic Writing. It provides additional and/or individualized instruction in grammar, usage

and the writing skills. *Required for A.A. students who are academically underprepared. Credit for SPR 52X does not apply to the baccalaureate degree.*

SPR 55X Reading Development (3)

This course is designed to strengthen reading skills with an emphasis on the SQ₃R method. It includes vocabulary development through the study of structural analysis and context clues and the reading and discussion of selected imaginative and expository pieces. *Required for A.A. students who are academically underprepared. Credit for SPR 55X does not apply to the baccalaureate degree.*

SPR 56X College Skills: Arithmetic (1-3)

A course designed to address the basic math skills in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. Required for AA students who are academically underprepared. Credit for SPR 56X does not apply to the baccalaureate degree.

SPR 57X Basic Mathematics (3)

A skills course in fundamental processes of arithmetic designed to develop both accuracy and speed in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. *Required for A.A. students who are academically underprepared. Credit for SPR 57X does not apply to the baccalaureate degree.*

SPR 60A Social Action (1-3)

A multi-faceted community action program geared to help people in need. Approximately twenty-five hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit.

SPR 60B Fieldwork (1-3)

Consists of fieldwork related to a particular course or program. It extends the instructional process and awareness beyond the campus in order to have career-related experience, to derive meaning from real-life situations, and to give community service.

SPR 70 Careers in Health (1)

A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Includes an introduction to medical terminology.

SPR 80 Freshmen Orientation (1)
Intended to assist students in orientation to college by providing each student with the opportunity to make her own choices, recognize her own values, and set her own goals in a group situation. Each group member has the opportunity to (1) find meaning in her college studies and related experiences; (2) develop a greater understanding of herself and others; (3) develop constructive feelings about herself; and (4) develop positive forms of behavior.

SPR 85 Introduction to College Studies (1)

This course is designed to assist the new student in finding her/his place at Mount St. Mary's College and more successfully integrating into the college. Students will obtain an introduction to the concept, meaning and significance of higher education, the liberal arts in general, and Mount St. Mary's College in particular. This is a graded class.

SPR 90 Internship in Health Care (1-2)

This internship offers students an experience in a health care setting. It is offered in conjunction with SPR 70. Students

spend time at the internship site, and they attend some SPR 70 classes assigned by the coordinator. Students also meet with the coordinator twice during their internship. They are evaluated by their internship supervisor.

SPR 98/198 Special Experience (1-3)

This course has variable title, content, and credit. It is designed to give students the opportunity to obtain credit for an experience obtained prior to or concurrently with their regular classes. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

SPR 99 Special Experience: Independent Study (1-3)

This course has variable title, content, and credit. It is intended to allow a student to engage in independent study under the direction of a faculty member. The specific course title and description is prepared when the student enrolls in the course. A student may enroll in this course no more than three times.

Physical Education and Athletics

Physical education courses are offered as electives and are intended to enhance and balance the academic course load of students. All courses may be repeated for credit; however, a maximum of six units of SPR and PED combined may be applied to requirements for the baccalaureate degree.

PED 8B Ballet (1)

An introduction to the basic movements and choreography of ballet.

PED 8C Yoga (1)

Designed to increase physical fitness through yoga exercises and yoga relaxation techniques.

PED 8D Dance Workshop (1,2)

Instruction and choreography of various dance forms including jazz, modern and street dance with the opportunity for performance.

PED 8J Jazz (1)

A dance class which emphasizes basic jazz movements.

PED 9B Swimming (1)

A comprehensive course addressing both basic stroke technique and cardiovascular conditioning.

PED 9C Tennis (1)

An introduction to basic tennis skill techniques, scoring, rules and strategy.

PED 9D Volleyball (1)

An introduction to basic volleyball skill techniques, scoring, rules and game strategy.

PED 9F Aerobics (1)

A high-energy, primarily low-impact aerobic conditioning class.

PED 9J Physical Fitness (1)
The combination of circuit weight training, stretching, and cardiovascular activities.

PED 9K Basketball (1)
An introduction to basic basketball skill techniques, scoring, rules and game strategy.

PED 9W Water-Aerobics (1)
An aerobic class which utilizes the resistance of water to enhance the cardiovascular workout and reduce the risk for injury.

PED 10A Wellness Seminar (1)
An introduction to wellness concepts and practices including personal assessment, lifestyle planning, individual fitness and nutrition.

PED 10C CPR/First Aid (1)
This course teaches basic CPR and First Aid methods in preparation for passing the American Red Cross Certification.

PED 10L Lifesaving (1)
This course teaches basic water safety and rescue techniques in preparation for passing the American Red Cross Certification.

PED 10S Women's Self Defense (1)
This course combines practical safety skills with self defense techniques as well as providing a physical conditioning regime.

PED 10T Tai Chi (1)
An introduction to the Yang style of Tai Chi Chuan, an ancient blend of mental concentration and physical movement, with applications to self-defense.

PED 11A Intercollegiate Athletics (1)
Participation in an intercollegiate sport including the organized practice sessions, competitions, and educational workshops during the regular season.

PED 100 Physical Education (1)
Course includes the study of health and wellness, physical fitness and movement.

Women's Leadership Program

The Women's Leadership Program is a non-degree program. It is a supplemental program open to all majors. A maximum of six non-required units in this area may be counted towards the baccalaureate degree without permission of the Dean. See Social Science division for Women's Leadership Minor information.

A.A. Women's Leadership Program Curriculum:

First Year *For course descriptions for SCC 16AB and SCC 116C, see the Social Science section of the catalog under Leadership Studies Minor.

<i>Fall</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
SSC 16A Leadership Seminar I	(1)	SSC 16B Leadership Seminar II	(1)

B.A./B.S. Women's Leadership Program Curriculum:

First Year			
<i>Fall</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
SSC 16A Leadership Seminar I	(1)	SSC 16B Leadership Seminar II	(1)

Third or Fourth Year			
<i>Spring</i>	<i>Units</i>		
SSC 116C Advanced Leadership	(1)		

Recommended Courses: *For course descriptions of SPR18/118, SPE10, or POL134, see appropriate sections of the catalog.

SPR 18/118 Career Planning Seminar	(2)
SPE 10 Public Speaking	(3)
or	
POL 134 International Organization (Model United Nations)	(3)

Speech

Departmental Affiliation: English

SPE 6 Speech

(3)
Training in the theory and practice of effective speech communication and delivery. Emphasis is placed on building confidence and controlling anxiety. **GS-IB**

‡SPE 10 Introduction to Communication

(2)
Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery. **GS-IB**

SPE 12 Business and Professional

Communication

(1)
Examination of the communication that occurs in corporations and professional settings with practice in interviewing, in group dynamics, and in public presentations typical of the world of work. **GS-IB**

***SPE 91 Directed Study**

(1-3)

Study in a field of special interest in speech or drama, under the direction of a department member. May be repeated for credit.

SPE 92/192 Special Studies

(1-3)

Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 96/196 Workshop

(1-3)

May be repeated for credit.

Master of Arts in Applied Spiritual Theology

This program will be phased out effective January, 1995.

With Alternative Emphases in Education, Social Services, and Pastoral Ministries

The Master of Arts in Applied Spiritual Theology is designed for the professional, personal, and faith development of persons who have been involved in and will continue to participate actively in ministry within the Catholic church. This degree is not designed for professionals in the field of teaching religious studies.

Admission

Because of the nature of this program, a person requesting admission should preferably have a minimum of two years involvement in some aspect of Catholic Church education/ministry and possess the following personal qualities:

1. commitment to the continuing development of self;
2. good relational ability;
3. desire to help others toward Christian maturity;
4. Christian faith which evidences itself in practice;
5. understanding and acceptance of the basics of Catholic teaching and a contemporary perspective of the Catholic Church.

A person must hold a baccalaureate degree from an accredited college or university. The previous academic record must give evidence that the person is able to pursue graduate studies successfully. Ordinarily the GPA would be 2.75 or higher on a 4 point scale.

An applicant is required to complete a 24-hour, non-credit introductory survey of contemporary Catholic teaching before admission to the program. (This requirement may be waived at the discretion of the program director on the basis of the applicant's background and experience.)

Degree Requirements

The Master of Arts in Applied Spiritual Theology degree includes the following requirements:

1. thirty (30) semester units including one unit of directed study based on participation in four workshops/conferences sponsored by the MSMC Spiritual Life Program or, with the approval of the program coordinator, other relevant MSMC workshops;
2. 3.0 GPA maintained during graduate work;
3. written comprehensive examination based upon the core courses.

The nine required core courses for the degree account for twenty-seven (27) of the thirty (30) required semester units. The additional units may be acquired in one of the following ways:

Plan A

1. three (3) units of course work, upon advisement, through the Religious Studies program and/or independent study SPT 299;
2. three (3) units of practicum;

Practicum Options:**Option 1:**

- a. thirty (30) hours of field experience
- b. written project presented at the conclusion of field experience
- c. oral presentation
 - evaluation of experience
 - explanation of proposed project

Option 2:

- a. thirty (30) hours of field experience
- b. written project presented for approval by mid-phase of field experience
- c. project implementation
- d. oral presentation
 - evaluation of experience
 - progress report on project

Plan B

1. two (2) units of course work, upon advisement, through the Religious Studies program or through a combination of Religious Studies and independent study SPT 299;
2. one (1) unit research essay with oral presentation to a faculty committee.

M. A. A. S. T. Core Courses

SPT 200 Introductory Survey (0)
 Twenty-four hour updating on the Church's approach to scripture, ethics, and systematic theology.

SPT 202 History of Spirituality (3)
 Historical and thematic survey of the major developments in the Christian tradition of spirituality, including critique and contemporary application.

SPT 212 Christology for Ministry (3)
 Historical and thematic survey of the major developments in Christology and the implications for ministry.

SPT 223 Church: Contemporary Documents (3)
 Study of documents from Vatican II, and post-Conciliar documents, emphasizing the nature of the Church and the social teachings of the Church.

SPT 231 Grace and the Christian Personality (3)
 The theology of grace and the contributions of the behavioral and social sciences as they influence personality structure and growth.

SPT 236 Counseling and Christian Formation (3)
 This course provides theory emphasizing the various aspects of Christian formation. The course includes a practicum experience.

SPT 244 Faith and Moral Development (3)
 Study of the development of faith and values, with attention given to some specific moral issues.

SPT 251 Traditions of Christian Prayer (2)
 Investigation of the variety of "prayer ways" within the Christian tradition, using readings from the literature of spirituality.

SPT 257 Praying with Scripture (3)
Articulation of major scriptural themes and methods of praying with such themes. This course includes a practicum experience.

**SPT 262 Theology of Liturgy:
Eucharist and
Reconciliation (2)**

Theological background, and practical implementation of the sacraments of Eucharist and Reconciliation.

SPT 282 Spiritual Direction (1)
Methods for directing individuals in the ways of discernment. In addition: the candidate receives spiritual direction for at least five months at some point during the program. Opportunity for this direction will be provided.

SPT 289 Practicum (1-3)
Experiential class focusing on particular area of interest.

or

SPT 291 Research Essay (1)
A one unit research project done with a research director. This is a formal paper. (Two additional units must be taken.)

SPT 297 Directed Study (1)
Exploration of special interest areas based on participation in four workshops/conferences sponsored by the MSMC Spiritual Life Program.

**SPT 298 Comprehensive
Examinations (0)**

SPT 299 Independent Study (1-3)

Women's Studies Minor

A minor in Women's Studies will be available beginning Fall of 1994. Please consult the Coordinator of Academic Advisement for information.



FACULTY AND ADMINISTRATION

Board of Trustees

Sister Cecilia Louise Moore, CSJ

Chair

Dr. Helen S. Astin

Arthur B. Birtcher

Sister Kathleen Ann DuRoss, CSJ

William H. Elliott

Michael A. Enright

John C. Fitzgerald

Sister Mary Brigid Fitzpatrick, CSJ

Sister Mary Kevin Ford, CSJ

Sister Joan Henehan, CSJ

Roger K. Hughes

Sister Karen M. Kennelly, CSJ

J. Thomas McCarthy

David L. McIntyre

Zelda Ann Marzec

Sister Judith S. Murphy, CSJ

Sister Jill Marie Napier, CSJ

Elisa L. Sanchez

Dr. Virginia B. Smith

Monsignor Royale M. Vadakin

Trustees Emeriti

Charles F. Bannan

Dr. Frank R. Moothart

Dr. Rosemary Park

J. Robert Vaughan

Dr. Marjorie D. Wagner

Administrative Officers

Sister Karen M. Kennelly, CSJ, Ph.D.

President

Sister Magdalen Coughlin, CSJ, Ph.D.

Chancellor

Jacqueline Powers Doud, Ph.D.

Academic Vice President and Dean of Faculty

Jane Lingua, Ph.D.

Dean for Student Affairs

William Everhart, M.B.A.

Chief Financial Officer

Rev. George O'Brien, Ed.D.

College Chaplain

Sister Kathleen Kelly, CSJ, Ph.D.

Vice President of Doheny Campus

Katy M. Murphy, B.A.

Executive Director of Admissions and Financial Aid

Regents Council

John P. Sullivan, *Chair*

Mary Lou Melanson, *Vice-Chair*

Charles F. Bannan

Arthur B. Birtcher

Gaye Birtcher

Michael L. Bobrow

Jerome C. Byrne

Esther J. Cabanban

Barbara Casey

John D. Castellucci

Col. Gordon Cooper

Fiorenza Courtright

Marina Forstmann Day

Lawrence E. Echelmeyer, Jr.

Helen M. Elliott

William H. Elliott

Michael A. Enright

Claudia Foster

Mark Foster

John J. Gillin

Martha Gillin

Norma L. Gonzales

Eloise Martinez Helwig

Donald H. Hubbs

Katharine Hughes

Roger K. Hughes

Maria D. Hummer

Jane Luecke Johnson

Carl N. Karcher

Margaret Wick Keller

Peter Keller

Ruth LeSage-Reilly

Christopher Linden

Victoria Linden

Monica Spillane Luechtefeld

Lola McAlpin-Grant

J. Thomas McCarthy

William G. McGagh

David L. McIntyre

Frank R. Moothart

Sheila Muller

Caroline W. Nahas

Debra T. Nakatomi

George L. Nicholas

Carla Rehm

Jill Riordan

Dickinson C. Ross

Mark Rubin

Richard F. Schmid

Arthur E. Schramm, Jr.

Britta Schramm

James E. Scott

Kathleen A. Scott

Neil A. Scotti

Barbara Boyle Sullivan

John L. Sullivan, Jr.

Julia D. Thomas

Celia Gonzales Torres

J. Robert Vaughan

C. J. Ver Halen

Juan Villagomez, M.D.

Dorothy Von der Ahe-Nigg

Maryanne Weiss

Jack Ybarra

Academic and Student Affairs Staff

Andi Ackerman, B.A.

Academic Advisor, Weekend College

Sister Margaret Clare Borchard, CSJ, M.Ed.

Coordinator of Faculty Audio-Visual Services, Doheny Campus

Sister Carol Brong, CSJ, B.A.

Director of Learning Resource Center, Doheny Campus

Sister Jeanne Anne Cacioppo, CSJ, M.S.

Director of Student Placement and Associate Director of Financial Aid

Nina Carter-King, B.A.

Assistant Director of Admissions, Chalon Campus

Lupe Chacon, B.A.

Admissions Counselor

Linda Crosby, M.A.

Director of Child Development Center

Jacqueline Di Bernardo, B.A.

Admissions Counselor

La Royce Dodd, B.A.

Financial Aid Counselor, Chalon & Doheny Campuses

Sister Therese Donahue, CSJ, B.A.

Director of Advisement, Doheny Campus

Carolyn Douglas, M.A., M.S.L.S.

Media Librarian

Sister James Marien Dyer, CSJ, M.A.

Director of Residence Life, Doheny Campus

Laura J. Foster, M.A.

Assistant Director, Weekend College

Sandy Gamba, B.A.

Admissions Counselor

Michelle Gergen, B.A.

Assistant Director, Hope Center

Debra Gerardi, R.N., B.S.N., J.D.

Director of Health Services, Chalon Campus

Gail Gresser, Ph.D. (Cand.)

Director of Campus Ministry, Chalon Campus

Stephanie Hamington, M.S.

Coordinator of Advisement, Chalon Campus

Vicki Johnson, M.A.

Director of Career Center, Doheny Campus

Angie Kener, B.A.

Admissions Counselor

Patricia Kessler, B.A.

Coordinator of Re-entry Student Program

Deanna D. Smith Kilgour, M.A.

Assistant Director of Financial Aid

Dean Kilgour, B.A.

Associate Director of Admissions

Mary Krantz, M.L.S.

Assistant Librarian, Doheny Campus

Gordon Loomis, M.A.

Assistant Registrar, Doheny Campus

Maria Lyons, B.A.

Director of Student Activities, Doheny Campus

Sister Marie Angela Mesa, CSJ, B.A.

Coordinator of Campus Ministry, Doheny Campus

Sister Anne Joachim Moore, CSJ, Ed.D.

Director, HOPE CENTER, Doheny Campus

Lynn Pearson, M.S.

Director of Learning Assistance Center, Chalon Campus

Tracy Poon, B.A.
Director of Student Activities, Chalon Campus

Ruzica Popovitch-Krekic, M.A., M.L.S.
Reference Librarian, Chalon Campus

Carol Povenmire, Ph.D.
Director of Counseling Services

Beverly R. Porter, M.A.
Director of Financial Aid

Claudia Reed, M.L.S., M.A.
Director of MSMC Libraries

Bernadette Robert, B.A.
Assistant to the Vice-President, Doheny Campus and Senior Associate Director of Admissions

Linda Robertson, M.S.
Development Counselor

Merrill Rodin, M.A.
Director, Weekend College

Alexandra Sosa-Amoeda, B.S.
Director of Residence Life, Chalon Campus

Linda R. Stevens, M.S.
Director of Student Support Services

Jeanette Stone, B.A.
Associate Director of Admissions

Robert M. Thies, M.B.A.
Director, Academic & Administrative Computing

Joan Vivery, M.A.
Registrar MSMC

Mari Wadsworth, M.A.
Associate Dean for Student Affairs and Director of Career Planning

Kari Wolfe, M.S.
Director of Athletics

Agnes Zelus, M.Ed.
Assistant Academic Vice-President

Business Management and Administrative Services Staff

Ian Abell
Supervisor of Buildings and Grounds, Chalon Campus

Barbara Becker, Ph.D.
Director of Grant Relations

Sister Barbara Cotton, CSJ, M.A.
Research Assistant

Stephanie Cubba
Director, Office of Institutional Research and Assessment

Mark Heidrich, M.A.
International Student Advisor and Transcripts Analyst

Margaret Horst
Director of Alumnae Relations

Katy Monahan Huntley, M.A.
Director of Annual Giving
Joy Jacobs, B.A.
Assistant Director of Public Relations
Frank Juarez
Supervisor of Buildings and Grounds, Doheny Campus
Sister Catherine Therese Knoop, CSJ, Ph.D.
Planned Giving Officer
Lucy Lee, M.A.
Director of Public Relations
Steven Lopez
Government Relations Officer
Militza Marin
Director of Human Resources
Matthew Titner
Bookstore Manager, Chalon Campus
M. Sue Ott, B.S.
Gifts Officer
Sheila Quarles
Coordinator of Mail Service, Chalon Campus
Anne Rodman
Coordinator of Purchasing
Ata Shafiyoon
Director of Food Services
Dan Weiss, B.B.A.
Controller
Sister Edward Mary Zerwekh, CSJ
Business Manager, Doheny Campus

Faculty

+ Sabbatical 1994-95

*On leave 1994-95

Lisa Adams
Lecturer in Occupational Therapy
B.S., University of Southern California.

Mark S. Alhanati
Assistant Professor of Business Administration
B.S., California State University, Northridge; M.B.A., Loyola Marymount University.

Phyllis Amaral
Lecturer in Psychology
B.A., Northwestern University; Ph.D., University of Southern California.

Susan Aminoff
Lecturer in Sociology
B.A., State University of New York; M.S., Ph.D., University of Southern California.

Peter Antoniou

Lecturer in Business Administration
B.S., M.A., International University, London; Ph.D., International University, San Diego.

Sister Mary Frederick Arnold, CSJ
Associate Professor Emeritus of Psychology
B.A., Mount St.Mary's College; M.A., Ph.D., Loyola University, Chicago.

Maria Ascensi

Lecturer in Physical Sciences/Mathematics
B.A., University of Rome; M.A., Ph.D., Brandeis University.

Jody Baral

Lecturer in Art
B.A., Cal State University, Northridge; M.F.A., Canbrook Academy of Art.

Carla K. Bartlett*Associate Professor in Education*

B.S., California State University, Northridge; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School.

Sharlynn Bekkedahl*Lecturer in Nursing*

B.S., California State University, Los Angeles; M.N., University of California, Los Angeles.

Daphne Nicholson Bennett*Professor Emeritus of English and Speech*

B.A., M.A.(Reg) Diploma in Dramatic Art, University of London; M.A., Ph.D., University of Southern California; postdoctoral study, University of Oxford, Shakespeare Institute, University of Birmingham.

Susan Bernheimer*Lecturer in Education*

B.A., University of California, Los Angeles; M.A., Cal State University, Northridge.

Brad Blood*Assistant Professor of Physical Therapy*

B.S., M.S., California State University, Long Beach; Ph.D., University of Southern California.

MaryAnn Bonino*College Professor at Large*

B.A., Mount St.Mary's College; M.A., Ph.D., University of Southern California.

Sister Margaret Clare Borchard, CSJ*Professor Emeritus of Education**Academic Resource Personnel II*

B.A., Mount St. Mary's College; M.Ed., University of California, Los Angeles.

Sister Nancy Bowden, CSJInstructor in History*

B.A., Mount St. Mary's College; M.A., San Francisco State University.

Sister Annette Bower, CSJ*Professor of Biological Sciences*

B.S., Mount St.Mary's College; M.S., Creighton University; Ph.D., University of Arizona, Tucson.

Sister Carol Brong, CSJ*Lecturer in Mathematics*

B.A., Mount St. Mary's College.

Frank Custer Brownstead*Instructor in Music*

A.B., B.M., College of Wooster; S.M.M., Union Theological Seminary.

Katherine T. Brueck*Associate Professor of English*

B.A., John Carroll University; M.A., Purdue University; Ph.D., University of Illinois.

Hallie F. Bundy*Professor Emeritus of Biochemistry*

B.A., Mount St.Mary's College; M.S., Ph.D., University of Southern California

Richard Burns*Lecturer in Pastoral Care/Counseling*

B.A., University of San Francisco; M.Div., Graduate Theological Union, Berkeley; M.S.W., University of Southern California, L.C.S.W., California.

Sister Margaret Rose Cafferty, CSJ*Lecturer in English***Kate Callaghan***Lecturer in English*

B.A., Manchester University, England; M.S., Guys Hospital Medical School, London, England.

Tori Canillas-Dufau*Instructor Associate Degree in Nursing Program*

B.A., M.A., California State University, Los Angeles.

Anita Candela*Lecturer in Nursing*

B.S., Northern Illinois University; M.S., University of Oklahoma.

Constance Carlson*Instructor in Physical Therapy*

B.S.P.T., University of Evansville

Sister Mona Castelazo*Lecturer in English*

B.A., Mount St. Mary's College.

Joan M. Cho*Assistant Professor of Nursing*

B.S.N., M.S.N., Indiana University.

Sister Rose Catherine Clifford, CSJ*Associate Professor Emeritus of History*

B.A., Mount St. Mary's College; M.A., Ph.D., University of California, Los Angeles.

Sister Mary Louise Collette, CSJ

Assistant Professor of Mathematics
 B.A., Mount St. Mary's College; M.A., University of California, Los Angeles.

Sister Barbara Cotton, CSJ

Lecturer in History
 B.A., M.A., Mount St. Mary's College.

Linda H. Crosby

Lecturer in Education & Psychology
 B.A., M.A., Northern Illinois University.

James Delahanty

Professor of Political Science
 B.S., M.A., Rutgers University; Ph.D. (Cand.), University of California, Los Angeles; J.D., Loyola-Marymount University.

Matthew S. Delaney

Professor of Mathematics
 B.A., Immaculate Heart College; M.S., University of Notre Dame; Ph.D., Ohio State University.

Sister Rebecca Doan, CSJ

Professor Emeritus of Nursing
 B.S., Mount St. Mary's College; M.S., Catholic University of America; Ed.D., University of California, Los Angeles.

Marjorie Dobratz

Associate Professor of Nursing
 Diploma, Johns Hopkins Hospital School of Nursing; BSN, MSN, Marquette University; D.N.Sc., University of San Diego.

Matt Doran

Professor Emeritus of Music
 B.A., B.M., M.Mus., D.M.A., University of Southern California.

Carolyn Douglas

Media Librarian
 B.A., M.A., University of Southern California; M.L.S., University of California, Los Angeles.

Sister Janet Duffy, CSJ

Instructor in Education
 B.A., M.S., Mount St. Mary's College.

+ Michele Dumont

Professor of Philosophy
 B.A., Mount St. Mary's College; M.A., California State University; Long Beach; Ph.D., Boston University.

Sister James Marien Dyer, CSJ

Instructor in History
 B.A., Mount St. Mary's College; M.A., University of California, Los Angeles.

Reverend Luke Dysinger, O.S.B.

Lecturer in Applied Spiritual Theology
 B.A., M.D., University of Southern California; Certificate in Theology, University of Oxford.

Sister Joseph Adele Edwards, CSJ

Assistant Professor of English
 B.A., Mount St. Mary's College; M.A., University of Southern California.

Marie Egan, I.H.M.

Associate Professor in Religious Studies
 B.A., M.A., Immaculate Heart College; S.T.B., S.T.L., S.T.D., Catholic University of America.

Anne Eggebroten

Assistant Professor of English
 B.A., Stanford University; M.A., Ph.D., University of California, Berkeley.

Terri Eichman

Assistant Professor in Nursing
 B.S.N., California State University Consortium; M.N., University of California, Los Angeles.

Sister Teresita Espinosa, CSJ

Professor of Music
 B.M., Mount St. Mary's College; M.M., D.M.A., University of Southern California.

Christelle Estrada

Lecturer in Education
 B.A., M.A., Mount St. Mary's College.

Mary Fasani

Lecturer in Education
 B.A., California State University, Long Beach; M.A., Loyola Marymount University, Los Angeles.

Linda Fazio

Lecturer in Occupational Therapy
 B.S., Texas Women's University; M.S., University of Wisconsin; Ph.D., University of North Texas.

Sister Nancy Fierro, CSJ

Lecturer in Music
 B.M., Mount St. Mary's College; M.M., D.M.A., University of Southern California.

Michele Fine

Instructor in Modern Languages
 B.A., M.A., University of California, Los Angeles.

Sister Mary Evelyn Flynn, CSJ*Assistant Professor of Education*

B.A., M.A., Mount St. Mary's College; M.S., University of Southern California.

Eugene G. Frick*Associate Professor of Religious Studies*

B.A., University of Dayton; M.A., Ph.D., Marquette University.

Bruce Friedman*Lecturer in History/Political Science*

B.A., University of California, Los Angeles; M.A., California State University, Northridge.

Donald Frye*Lecturer in Biological Sciences*

B.S., M.A., West Virginia University.

Kathleen Gentile*Lecturer in Sociology*

B.A., Mount St. Mary's College; M.S.G., University of Southern California.

John Geranios*Assistant Professor of Business**Administration*

B.A., University of California, Berkeley; M.B.A., Georgetown University; Ph.D., University of Southern California.

Sister Aline Marie Gerber, CSJ*Professor of Romance Languages*

B.A., University of Southern California; M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles.

Debbie Depuy Giunta*Lecturer in Psychology and Education*

B.A., Stanford University; M.Ed., Boston College.

Janice Goldhaber*Lecturer in Psychology*

B.A., United States International University; M.A., Antioch University, Los Angeles.

Sharon Golub*Assistant Professor in Nursing*

B.S., M.N., University of California, Los Angeles.

Pamela Haldeman*Lecturer in Sociology*

B.A., Mount St. Mary's College; M.A., University of Southern California.

Maurice Hamington*Assistant Professor of Business**Administration*

B.B.A., Loyola Marymount University; M.B.A., University of Southern California; M.A., Mount St. Mary's College; Ph.D., (Cand.), University of Southern California.

Doris Harris*Assistant Professor Emeritus of**Education*

B.A., Mount St. Mary's College; M.S., University of Southern California.

Jean Harrison*Lecturer in Biological Sciences*

B.A., M.A., Ph.D., Harvard University, Radcliffe College.

Mary Hicks*Assistant Professor Emeritus of Nursing*

B.S., University of Pittsburgh; M.P.H., University of Michigan.

Ruth Hoffman*Professor Emeritus of Sociology*

B.A., B.S., M.A., Ph.D., University of Nebraska.

Randolph Ice*Lecturer in Physical Therapy*

B.S., University of Southern California.

Michael Ingertson*Instructor in Philosophy*

B.A., Sonoma State University; M.A., Fuller Theological Seminary; M.A., University of Pittsburgh; M.A., University of California, Santa Barbara; Ph.D., (Cand.), University of California, Santa Barbara.

Karen Jensen*Associate Professor in Nursing*

B.S.N., Marquette University; M.N., University of California, Los Angeles.

Lynne Jones*Lecturer in Physical Therapy*

B.S., University of Southern California; M.S., California State University, Long Beach.

Millie Kidd*Assistant Professor of English*

B.A., M.A., Ph.D., University of Illinois.

Sister Catherine Therese Knoop, CSJ*Professor Emeritus of Economics*

B.A., Mount St. Mary's College; M.A., Saint Louis University; Ph.D., University of California, Berkeley.

Mary Kranz

Assistant Librarian, Doheny Campus
 B.A., Wittenberg University; M.A., Rosary College.

Catherine Kwan

Professor of Biological Sciences
 B.S., National Taiwan University; M.A., State University of South Dakota; Ph.D., University of Maryland.

Sister M. Gerald Leahy, CSJ

Professor Emeritus of Biological Sciences
 B.A., University of Southern California; M.S., Catholic University of America; Ph.D., University of Notre Dame; post-doctoral study, Harvard University.

David Leese

Professor of English and Business Administration
 B.A., Amherst; J.D., Northwestern University; Member, California Bar; M.A., Ph.D., Brandeis University; M.B.A., California State University, Northridge.

Eric Lewis

Lecturer in Education
 B.A., California State University, Long Beach.

Jane Lingua

Lecturer in Biological Sciences
 B.S., Ph.D., University of Southern California.

Verle Lubberden

Assistant Professor Emeritus of Education
 B.S., M.S., University of Southern California.

Cheryl L. Mabey

Associate Professor of History/Political Science
 B.A., Mount St. Mary's College; M.S., Purdue University; J.D., Loyola University School of Law, Los Angeles.

Sister Elizabeth Anne Malone, CSJ

Assistant Professor of Business Administration
 B.A., Mount St. Mary's College; M.A., University of California, Los Angeles.

+Eileen McArow

Assistant Professor in Nursing
 B.A., Mount St. Mary's College; M.N., University of California, Los Angeles.

Sister Mary McKay, CSJ

Assistant Professor of Religious Studies
 B.A., Mount St. Mary's College; M.A., Duquesne University; Ph.D., University of Notre Dame.

Patricia Melnick

Instructor in Nursing
 B.S., University of Illinois; M.S., California State University, Los Angeles.

Sister Eloise Therese Mescall, CSJ

Professor Emeritus of Romance Languages
 B.A., M.A., Ph.D., University of California, Los Angeles; graduate study, Sorbonne, Paris; Laval University, Quebec; University of Lausanne, Switzerland; Visiting Professor, University of Louvain, Belgium.

Susan Meyer

Instructor of Nursing
 B.S., Mount St. Mary's College.

Reverend Aloysius Michael

Associate Professor of Religious Studies
 B.S., University of Madras; M.A., College of Jesuits (Shenabaganur, India); M.Th., Institute of Philosophy and Religion (Poona, India); M.Ed., Loyola University, Los Angeles; S.T.D., Gregorian University, Rome.

Veronica Miller

Lecturer in Business
 B.S., California State University, Hayward; M.B.A., California State University, Northridge.

Sister Alice Molina, RSHM

Coordinator of Hispanic Ministry Program
 B.A., University of Santa Clara; M.A., Fordham University.

Sister Anne Joachim Moore, CSJ

Director, Title III
 B.S. College of St. Catherine, St. Paul, MN., B.S.L., St. Paul College of Law, MEd, University of Minnesota, EdD, Nova University, Ft. Lauderdale, FL.

Andrea Natker

Lecturer in Education
 B.A., M.A., University of Illinois; Ph.D., Brigham Young University.

Marie Alexis Navarro, IHM

Professor in Religious Studies
 B.A., Immaculate Heart College; M.A., Fordham University; Ph.D., St. Michael's College, University of Toronto.

Linda Neumann Potash

Lecturer in Nursing
B.S., University of Northern Colorado;
Mount St. Mary's College; M.N., University
of California, Los Angeles.

Ronald J. Oard

Professor of History and Political Science
B.A., Regis College; M.A., Creighton Uni-
versity; M.P.A., University of California,
Los Angeles; Ph.D., St. Louis University.

+Reverend George O'Brien

Associate Professor of English
B.A., St. John's College; M.A., Loyola-
Marymount University; Ed.D., University
of Southern California.

Thomas Papke

Lecturer in Physical Therapy
B.S., Marquette University; Certificate,
Kaiser Haward Residency.

Sister Maura Jean Parsons, CSJ

Academic Resource Personnel II
B.Ed., University of California, Los Ange-
les; M.A., Mount St. Mary's College; grad-
uate study, University of Southern
California.

Stephen Paulseth

Lecturer in Physical Therapy
B.S., University of Waterloo, Ontario; M.S.,
University of Southern California.

Mary Paquette

Instructor in Associate Degree in Nursing
Program
B.S., University of Vermont; M.N., Univer-
sity of California, Los Angeles.

Orli Peter

Assistant Professor of Psychology
B.A., University of California, Los Angeles;
M.A., Ph.D., University of California,
Berkeley.

Ruzica Popovitch-Krekic

Librarian
B.A., George Washington University; M.A.,
Ohio State University; M.L.S., Catholic
University of America.

Sister Carol Purzycki, CSJ

Assistant Professor in Nursing
B.A., Mount St. Mary's College; M.N., Uni-
versity of California, Los Angeles.

Elvia Quijano

Instructor in Modern Languages
B.A., M.A., University of California, Los
Angeles.

Catherine Ramos

Lecturer in Physical Education Program
B.S., California State University, North-
ridge.

Claudia Reed

Director of Mount Libraries
B.A., University of California, Los Angeles;
M.A., San Francisco State University;
M.L.S., University of California, Los An-
geles.

Marcia Rivadeneira

Lecturer of Medical Transcription
Accredited Records Technician, East Los
Angeles College.

Lena Rivken

Lecturer in Art
B.F.A., M.F.A., University of California, Ir-
vine.

Josephine Ross

Instructor in Associate Degree in Nursing
Program
B.S., California State University, Long
Beach; M.N. (Cand.), University of Califor-
nia, Los Angeles.

Sister Callista Roy, CSJ

Professor of Nursing
B.A., Mount St. Mary's College; M.S., M.A.,
Ph.D., University of California, Los Angeles.

Jack D. Ruebensaal

Lecturer in Political Science
B.A., Loyola University, Los Angeles; M.A.,
Monterey Institute of International Stud-
ies; Ph.D., London School of Economics.

Dianne Rugraff

Clinical Coordinator Occupational
Therapy
B.S., Midwest University.

Marsha Sato

Assistant Professor in Nursing
B.S., Mount St. Mary's College; M.N., Uni-
versity of California, Los Angeles.

Bergeth Schroeder

Lecturer in Philosophy
B.A., M.A., California State University,
Northridge.

Norman W. Schwab

Professor of Art
B.A., M.A., M.F.A., California State Uni-
versity, Los Angeles.

Charlotte Scipioni

Lecturer of Medical Transcription
 A.A., Santa Monica College; Certified Medical Transcriptionist.

Bruce Scott

Instructor in Associate Degree in Nursing Program
 B.S., University of Alabama, Huntsville;
 M.S., University of Texas, Austin.

Mary Sedgwick

Academic Resource Personnel III
 B.A., M.A., California State University,
 Long Beach; M.A.in L.S., Immaculate Heart College.

Gary Shankweiler

Assistant Professor of Physical Sciences/Mathematics
 B.S., Ph.D., New Mexico State University.

Lorraine Sharpe

Instructor in Assoicate Degree in Nursing Program
 B.S.N., St. Louis University; M.S.N., University of Illinois.

Brenda Shook

Assistant Professor of Psychology
 B.A., M.A., California State University, Stanislaus; Ph.D., Brandeis University; Post Doctoral studies, UCLA and UC Davis.

Eleanor Siebert

Professor of Chemistry
 B.A., Duke University; Ph.D., University of California, Los Angeles.

Mimi A. Simson

Assistant Professor Emeritus of Sociology
 B.A., Wilson College; M.A., University of Louisville; Master's Certificate in Gerontology, University of Southern California.

Mary Sloper

Associate Professor of Nursing
 B.A., Mount St. Mary's College; M.N., University of California, Los Angeles; M.B.A., California State University, Dominguez Hills.

Karl Snider

Lecturer in Music
 B.A., Pomona College; M.A., University of Rochester; Ph.D., University of Southern California.

Elizabeth Snow

Assistant Professor of Occupational Therapy
 B.S., California State University, Northridge; M.S., University of New Hampshire.

George E. Snow

Professor of Biological Sciences
 B.A., Rockhurst College; M.A., Ph.D., University of Colorado, Boulder.

Delores Stevens

Lecturer in Music
 B.M., University of Kansas; Concert artist.

+Daniel Stogryn

Professor of Chemistry
 B.S., University of Pennsylvania;
 Ph.D.,University of Wisconsin.

James Stramel

Lecturer in Philosophy
 B.A., California State University, Fullerton; M.A., Ph.D. Candidate, University of Southern California.

Cynthia Moore Swartz

Assistant Professor in Physical Therapy
 B.S., Certificate, Russell Sage College;
 M.S.P.T., University of Southern California.

Konrad Talbot

Assistant Professor of Psychology
 M.A., Ph.D., University of California, Los Angeles.

Wanda Teays

Associate Professor of Philosophy
 B.A., California State University, Fullerton; M.A., University of Alberta, Edmonton; Ph.D., Concordia University, Montreal, Quebec.

Janet Thomas

Lecturer in History/Political Science
 B.A., Harvard University; M.A., California State University, Northridge.

Catherine R. Thompson

Assistant Professor in Nursing
 B.S.N., Silliman University, Philippines;
 M.N., University of California, Los Angeles.

Sharon A. Vairo

Associate Professor of Nursing
 B.S.N., Wayne State University; M.S., University of Colorado; D.N.S. Cand., University of San Diego.

Sister Kieran Vaughan, CSJ

Professor of Education

B.A., M.S., Mount St. Mary's College; Ed.D., University of California, Los Angeles.

Sarah Vaughn

Lecturer in Journalism

Freelance writer.

Rita R. Veatch

Professor Emeritus of Nursing

B.S., Mount St. Mary's College; M.A., Teachers College, Columbia University.

Richard Vladovic

Lecturer in Education

B.A., California State University, Long Beach; M.S., Pepperdine University; Ed.D., University of California Los Angeles.

Christopher Walker

Lecturer in Music

B.A., Bristol University; Certificate in Music Education, Trent Park College, London.

Donald Watson

Lecturer in Education

B.A., Whittier College; M.A., California State University, Northridge; Ed.D., University of California, Los Angeles.

Katherine Whitman

Associate Professor in Business Administration

B.A., Mount St. Mary's College; M.A., University of California, Los Angeles; Graduate study, Temple University.

Sister Karen Wilhelm, CSJ

Assistant Professor in Religious Studies

B.A., Mount St. Mary's College; M.A., Gonzaga University; M.A., Maryknoll School of Theology; Graduate Study, Marquette University; Third World Internship, Bogota, Columbia, and Lima, Peru.

Sister Mary Williams, CSJ

Professor of English

B.A., College of St. Catherine; M.A., Ph.D., Stanford University; postdoctoral study, Oxford University, Shakespeare Institute, Stratford.

Michelle Windmueller

Lecturer in Education

B.A., California State University, Northridge; M.A., California State University, Los Angeles.

Patricia Woodlin

Lecturer in Education

B.A., California State University, Los Angeles; M.A., California State University, Los Angeles; Ph.D. (Cand.), Union Institute.

Richard Yolles

Lecturer in Psychology

B.S., University of Dayton; M.A., California State University, Northridge; M.S., Mount St. Mary's College; Ph.D., University of Southern California.

F. Roman Young

Professor Emeritus of Education

B.A., St. John's University, Toledo; B.S.Ed., Toledo Teachers College, M.A., Ph.D., University of Michigan.

Peter Zafares

Lecturer in Music

B.F.A., M.F.A., California Institute of the Arts.

Marie Zeuthen

Professor of Biological Sciences

B.S., Mount St. Mary's College; M.S., Ph.D., University of California, Los Angeles.

Teacher Education Program – Cooperating Staff

Early Childhood Education and Teacher Preparation Programs Cooperating Schools

Anna Bing Arnold Child Care Center

Audubon Middle School (LAUSD)

John Tracy Clinic

Mount St. Mary's Child Development Center

Trade Tech Child Development Center

University of Southern California School for Early Childhood Education

Camellia Avenue School (LAUSD)

Coliseum Street School (LAUSD)

Jefferson High School (LAUSD)

Logan Street School (LAUSD)

Los Angeles High School (LAUSD)

Marengo School (South Pasadena Unified School District)

Micheltorena Elementary School (LAUSD)

St. Vincent School

Belmont High School (LAUSD)

Mount Vernon Junior High School (LAUSD)

Santa Monica High School (Santa Monica-Malibu Unified School District)

Whelan School (Lennox School District)

Applied Music Faculty

Piano: Andrea Anderson, Howard Barr, Paulina Drake, Sister Teresita Espinosa, Sister Nancy Fierro, Ruth Goldin, Joanna Graudan, Leonid Hambro, Johana Harris Heggie, Randal Lawson, Sister Dolores Cecile Schembri, Bernardo Segall, Delores Stevens, Chet Swiatkowksi, Hak Soon Swiatkowski, Sumy Takesue, Robert Turner, Aube Tzerko.

Organ: Elfreda Baum, William C. Beck, Frank Brownstead, Harold Daugherty, Jr., Marcia Farmer, Sister Maura Jean Parsons, James Walker.

Voice: Bruce Eckstut, Marie Gibson, Kenneth Knight, Ruth Michaelis, LeNore Porter, Florence Riggs-Hellen, Seth Riggs, Karl Snider.

Harp: Dorothy Remsen, Dorothy Victor.

Harpsichord: Frederic Hammond, William Neil Roberts.

Violin: Israel Baker, Robert Korda, Sybil Maxwell, Seymour Rubinstein, Henri Temianka.

Viola: Joseph Reilich, David Stockhammer.

Cello: Gianna Abondolo, Janice Foy, George Koutzen, Cesare Pascarella, Victor Sazer.

Bass: Nico Abondolo.

Flute: Louise DiTullio, Matt Doran, Bethany Pflueger, Susan Greenberg, Arthur Hoberman, Sheridan Stokes.

Oboe: Salvatore Spano.

Clarinet: Kalman Bloch, Edmund Chassman, Gary Gray, David Sasaki.

Bassoon: Norman Herzberg.

Saxophone: Milton Hall, David Sherr.

French Horn: Gale Robinson.

Trumpet: Stewart Rupp.

Trombone: Miles Anderson.

Tuba: John Johnson.

Percussion: Thomas D. Raney, Kenneth Watson.

Recorder, Viol.: Shirley Marcus.

Classical Guitar: Laurindo Almeida, Anthony Lupica, Vincent Macaluso, Peter Zaferes.

Folk Guitar: Anthony Lupica, Peter Zaferes.

Nursing Program Cooperating Agencies

Children's Hospital
Los Angeles, California

County of Los Angeles
Department of Health Services

Daniel Freeman Memorial Hospital
Inglewood, California

Daniel Freeman Marina Hospital
Marina Del Rey, California

Daniel Freeman Home Health
Culver City, California

Garfield Medical Center
Monterey Park, California

Good Samaritan Hospital Home Health Agency
Los Angeles, California

Harbor UCLA Medical Center
Torrance, California

Hollywood-Wilshire Health Center
Los Angeles, California

Hospital Home Health Care
Torrance, California

Huntington Memorial Hospital
Pasadena, California

Kaiser Foundation Hospital
Hollywood, California

Kaiser Foundation Hospital
Panorama City, California

Kaiser Foundation Hospital
West Los Angeles, California

Los Angeles Unified School District
Los Angeles, California

Loyola Marymount University Health Services
Los Angeles, California

NBC Studios
Burbank, California

Olive View Medical Center
Sylmar, California

Santa Monica Unified School District
Santa Monica, California

St. John's Hospital and Health Center
Santa Monica, California

St. Joseph's Medical Center Home Health Care Agency
Burbank, California

St. Vincent's Medical Center
Los Angeles, California

UCLA Hospital and Clinic
Los Angeles, California

Union Rescue Mission
Los Angeles, California

Veterans Medical Center
Sepulveda, California

Veterans Medical Center
West Los Angeles, California

Visiting Nurse Association of Los Angeles
Los Angeles, California

Yvonne B. Burke Health Center
Santa Monica, California

West VNA
Santa Monica, California

Occupational Therapy Assistant Program Clinical Affiliates

Alamitos-Belmont Rehab. Hospital
Long Beach, California

Dallas Rehab. Institute
Dallas, Texas

Arcadia Methodist Hospital
Arcadia, California

Daniel Freeman Marina Hospital
Marina Del Rey, California

Bakersfield Regional Rehab. Hospital
Bakersfield, California

Daniel Freeman Memorial Hospital
Inglewood, California

Bay Harbor Hospital
Harbor City, California

Downey Community Hospital
Downey, California

California Children Services
Los Angeles, California

Fairview Developmental Hospital
Costa Mesa, California

California Children Services
Santa Barbara, California

Gateways Hospital
Los Angeles, California

California Children Services
Ventura, California

Glendale Adventist Medical Center
Glendale, California

California Hand Center
Sherman Oaks, California

Grossmont Hospital
La Mesa, California

**Casa Colina Hospital for Rehab.
Medicine**
Pomona, California

Hospital of the Good Samaritan
Los Angeles, California

Cedars-Sinai Medical Center
Los Angeles, California

Huntington Memorial Hospital
Pasadena, California

Center for Sports and Wellness
Mission Viejo, California

Ingleside Hospital
Rosemead, California

Chico Community Hospital
Chico, California

Intercommunity Hospital
Covina, California

Children's Hospital of Los Angeles
Los Angeles, California

Kaiser-Permanente (Sunset)
Los Angeles, California

Community Convalescent Center
Riverside, California

Kaiser-Permanente (West Los Angeles)
Los Angeles, California

Kaiser-Permanente
Woodland Hills, California

Loma Linda Behavioral Medical Center
Loma Linda, California

LA County/USC Medical Center
Los Angeles, California

Masada Group Homes
Lawndale, California

Motion Picture and Television Fund
Woodland Hills, California

Memorial Hospital of Long Beach
Long Beach, California

Northridge Hospital
Northridge, California

Olive View Medical Center
Sylmar, California

Orthopaedic Hospital
Los Angeles, California

Rancho Los Amigos
Downey, California

Rehab. Hospital of the Pacific
Honolulu, Hawaii

St. Joseph Occupational Health Center
Burbank, California

St. Francis Hospital
Lynwood, California

St. John's Hospital
Oxnard, California

St. John's Hospital and Medical Center
Santa Monica, California

St. Mary's Regional Medical Center
Long Beach, California

San Bernardino Community Hospital
San Bernardino, California

Santa Monica College
Santa Monica, California

The Hand Works
Los Angeles, California

Temarish Medical Services
Lancaster, California

Torrance Memorial Hospital
Torrance, California

Tri-City Hospital
Oceanside, California

UCLA Hospital and Clinics
Los Angeles, California

UCLA Rehab.
Los Angeles, California

UCI Medical Center
Orange, California

Valley Hospital Medical Center
Van Nuys, California

Valley Presbyterian Medical Center
Long Beach, California

VA Medical Center Sepulveda
Sepulveda, California

White Memorial Medical Center
Los Angeles, California

Wilshire Metropolitan Hand Rehab. Center
Los Angeles, California

Physical Therapy Programs: Clinical Affiliates

Alamitos-Belmont Rehab. Hospital
Long Beach, California

Alaska Native Medical Center
Anchorage, Alaska

Atlantis PT
Torrance, California

At Work Medical Center
Whittier, California

Bakersfield Memorial Hospital
Bakersfield, California

Bakersfield Regional Rehabilitation Hospital
Bakersfield, California

Bay Area Hospital
Coos Bay, Oregon

Beach Physical Therapy
Seal Beach, California

Beverly Manor Convalescent Hospital
Canoga Park, California

Big Island Physical Therapy Care
Hilo, Hawaii

Braintree Hospital
 Braintree, Massachusetts

Brea Community Hospital
Brea, California

Brotman Medical Center
Culver City, California

Brunswick Hospital Center
Amityville, New York

Buena PT Services, Inc.
Ventura, California

Burger PT & Rehabilitation
Folsom, California

California Children Services
Bakersfield, California (Kern Co.)

California Children Services
Los Angeles, California

California Children Services
Martinez, California

California Children Services
San Diego, California

California Pacific Medical Center
San Francisco, California

California Children Services
San Luis Obispo, California

California Children Services
San Rafael, California

California Children Services
Santa Ana, California (Orange County)

California Children Services
Santa Barbara, California

California Children Services
Ventura, California

CARE Enterprises
Tustin, California

CareMark Orthopedic Services
Chicago, Illinois

Casa Colina Hospital for Rehab. Medicine
Pomona, California

Castle Medical Center
Kailua, Hawaii

Cedars-Sinai Medical Center
Los Angeles, California

Centre for Neurological Skills
Bakersfield, California

Centinela Hospital Medical Center
Inglewood, California

Century City Hospital
Los Angeles, California

Chico Community Hospital
Chico, California

Children's Hospital of Los Angeles
Los Angeles, California

Children's Hospital of San Diego
San Diego, California

Christ Hospital & Medical Center
Oaklawn, Illinois

City of Hope National Medical Center
Duarte, California

Coast
Camarillo, California

Coast Physical Therapy & Sports Medical
La Jolla, California

Cognitive Rehabilitation Services
Redondo Beach, California

Columbus Hospital
Chicago, Illinois

Columbus Wellness & Rehabilitation Center
Great Falls, Montana

Community Convalescent Center
Riverside, California

Community Hospital of Monterey Peninsula
Monterey, California

Community Hospital of Ventura
Ventura, California

Community Medical Center
W. Toms River, New Jersey

Community Medical Group
Riverside, California

Coppersmith Physical Therapy Center
Seattle, Washington

Cortland Memorial Hospital
Cortland, New York

Dakota Rehabilitation
Fargo, North Dakota

Daniel Freeman Marina Hospital
Marina del Rey, California

Daniel Freeman Memorial Hospital
Inglewood, California

Davies Medical Center
San Francisco, California

Desert Hospital
Palm Springs, California

Donald Sharp Memorial Community Hospital
San Diego, California

Dos Caminos Physical Therapy
Camarillo, California

Downey Community Hospital
Downey, California

Doxey-Hatch Medical Center
Salt Lake City, Utah

Ed Ayub Ortho and Sports PT
San Diego, California

Eisenhower Medical Center
Rancho Mirage, California

Fortenasce & Association
Arcadia, California

Fountain Valley Regional Hospital and Medical Center
Fountain Valley, California

Fresno Valley Medical Center
Fresno, California

Glendale Adventist Medical Center
Glendale, California

Glinn & Giordano, Physical Therapy, Inc.
Bakersfield, California

Golden State Rehabilitation
San Ramon, California

Goleta Valley Community Hospital
Santa Barbara, California

Good Shepherd Rehabilitation
Allentown, Pennsylvania

Granada Hills Hospital
Granada Hills, California

Green Mountain Rehabilitation
Bremerton, Washington

Grossmont Hospital
La Mesa, California

Hairston and Daley Physical Therapy
Orange, California

Harbor View Medical Center
Seattle, Washington

Harmarville Rehabilitation Center
Pittsburgh, Pennsylvania

Health South Sports Injury Rehabilitation San Diego, California	Kaiser-Permanente Sacramento, California
Health South Sports Medicine and Rehabilitation Santa Rosa, California	Kaiser-Permanente San Francisco, California
Heritage Rehabilitation Center Denver, Colorado	Kaiser-Permanente Santa Clara, California
Ho PT Tarzana, California	Kaiser-Permanente So. Sacramento, California
Hoag Memorial Hospital Newport Beach, California	Kaiser-Permanente Woodland Hills, California
Holy Cross Medical Center Mission Hills, California	Kapiolani Medical Center for Women Honolulu, Hawaii
Huntington Medical Hospital Huntington Beach, California	Kaweah Delta Rehabilitation Center Visalia, California
Huntington Memorial Hospital Pasadena, California	Kentfield Rehabilitation Hospital San Rafael, California
Independent Physical Therapy Torrance, California	Kerlan-Jobe Orthopedic Clinic Inglewood, California
Intercommunity Hospital Covina, California	Kessler Institute for Rehabilitation, Inc. West Orange, New Jersey
Island Sport Physical Therapy E. Northport, New York	Kona Rehabilitation & Sports Medical Kailua-Kona, Hawaii
John Muir Hospital Walnut Creek, California	Kuakini Medical Center Honolulu, Hawaii
Judy Verbanets, Physical Therapy Del Mar, California	Lancaster Sports Medicine & Rehab. Ctr., Inc. Lancaster, California
Kaiser-Permanente Anaheim, California	Lanterman State Developmental Center Pomona, California
Kaiser-Permanente (Sunset) Los Angeles, California	La Palma Intercommunity Hospital La Palma, California
Kaiser-Permanente (West Los Angeles) Los Angeles, California	LDS Hospital Salt Lake City, Utah
Kaiser-Permanente Fresno, California	Leon S. Peters Rehabilitation Center Fresno, California
Kaiser-Permanente (Northern California) Oakland, California	Little Company of Mary Hospital Torrance, California
Kaiser-Permanente Panorama City, California	Little Company of Mary-Pavillion Torrance, California
Kaiser-Permanente Redwood City, California	LA County/USC Medical Center Los Angeles, California

Long Beach Community Hospital Long Beach, California	Nassau County Medical Center East Meadow, New York
Los Robles Regional Medical Center Thousand Oaks, California	North Coast Rehabilitation Center Santa Rosa, California
Martin Luther King Jr. Hospital Los Angeles, California	North County Physical Therapy Paco Robles, California
Mayo Clinic - Scottsdale Scottsdale, Arizona	Northridge Hospital Northridge, California
McKenzie-Williamette Hospital Springfield, Oregon	NT Enloe Memorial Hospital Chico, California
Medical Center of Tarzana Tarzana, California	Ocean Park Orthopedic & Sports Santa Monica, California
Memorial Hospital of Glendale Glendale, California	Olive View Medical Center Sylmar, California
Memorial Hospital of Long Beach Long Beach, California	Orthopaedic Hospital Los Angeles, California
Memorial Hospital Modesto, California	Orthopedic & Neuro Rehabilitation (ONR) Los Gatos, California
Memorial Medical Center Savannah, Georgia	Orthopedic & Sports P.T., Inc. Cupertino, California
Mendocino Coast District Fort Bragg, California	Orthopedic Sport Sherman Oaks, California
Mercy Hospital of Sacramento Sacramento, California	Pacific Hospital of Long Beach Long Beach, California
Mercy Hospital Medical Center San Diego, California	Peninsula Hospital San Mateo, California
Mercy Medical Center Redding, California	Penninsula Sports Medical & Rehabilitation Center Daly City, California
Merrithew Memorial Hospital Martinez, California	Performing Arts Physical Therapy West Hollywood, California
Methodist Hospital of Southern California Arcadia, California	Peters and Starkey P.T. Corp. Roseville, California
Methodist Hospital Sacramento, California	Physical Therapy Sports Institute Hemet, California
Mills Memorial Hospital San Mateo, California	Piedmont Hospital Atlanta, Georgia
Mission Hospital Regional Medical Center Mission Viejo, California	Pleasant Valley Hospital Camarillo, California
Mount Diablo Hospital Concord, California	Pomona Valley Hospital Pomona, California

Porter Memorial Hospital Denver, Colorado	St. Francis Hospital of Santa Barbara Santa Barbara, California
Presbyterian Intercommunity Hospital Whittier, California	St. Francis Medical Center Honolulu, Hawaii
Professional PT Associates Whittier, California	St. Francis Memorial Hospital San Francisco, California
Progressive PT, Inc. Tarzana, California	St. John's Hospital Oxnard, California
Providence Medical Center Seattle, Washington	St. John's Hospital and Medical Center Santa Monica, California
Queen of the Valley Napa, California	St. Joseph Hospital of Orange Orange, California
Queen of the Valley Hospital W. Covina, California	St. Joseph's Hospital Tucson, Arizona
Queens Medical Center Honolulu, Hawaii	St. Joseph Medical Center Burbank, California
Rancho Los Amigos Medical Center Downey, California	St. Jude Hospital and Rehab. Center Fullerton, California
Redding Hospital Redding, California	St. Luke's Episcopal Medical Towers Houston, Texas
Redlands Community Hospital Redlands, California	St. Luke's Medical Center Pasadena, California
Rehab. Hospital of the Pacific Honolulu, Hawaii	St. Mary's Hospital Reno, Nevada
Rehab. Institute of Orange Orange, California	St. Mary's Hospital and Medical Center San Francisco, California
Rehab. Hospital of Nevada-Reno Reno, Nevada	St. Mary's Hospital Tucson, Arizona
Rehab. Institute of Santa Barbara Santa Barbara, California	St. Mary's Medical Center Tucson, Arizona
Riverside PT Riverside, California	St. Mary's Regional Medical Center Long Beach, California
Rose Rehabilitation Colorado Springs, Colorado	St. Vincent's Hospital Los Angeles, California
Rosewood Medical Center Houston, Texas	Sacred Heart General Hospital Eugene, Oregon
St. Bernardine Hospital San Bernardino, California	Saddleback Community Hospital Laguna Hills, California
St. Francis Hospital Lynwood, California	San Bernardino Community Hospital San Bernardino, California

San Diego Rehabilitation Institute
San Diego, California

San Dimas Community Hospital
San Dimas, California

San Gabriel Valley Medical Center
San Gabriel, California

San Jose Hospital
San Jose, California

San Pedro & Peninsula Hospital
San Pedro, California

Santa Barbara Cottage Hospital
Santa Barbara, California

Santa Clara Valley Medical Center
San Jose, California

Santa Monica Hospital & Medical Center
Santa Monica, California

Scripps Memorial - Encinitas
Encinitas, California

Scripps Clinic and Research Foundation
LaJolla, California

Scripps Clinic - Rancho Bernardo
San Deigo, California

Sentara-Leigh Hospital
Norfolk, Virginia

Sharp Rees-Stealy Medical Center
San Diego, California

Southern Reg. Medical Center
Riverdale, Georgia

Sharon Grady
Fountain Valley, California

Sherman Oaks Community Hospital
Sherman Oaks, California

Shriners Hospital
San Francisco, California

Sierra Vista Hospital
San Luis Obispo, California

Simi Valley Adventist Hospital
Simi Valley, California

South Bay Rehabilitation Center
National City, California

Sports and Orthopedic Physical Therapy Specialist
San Diego, California

Sports Conditioning Ortho. Rehab.
Denver, Colorado

Sports Rehabilitation Center
Anaheim, California

Stanford Rehabilitation
Menlo Park, California

Stanford University Hospital
Stanford, California

Stephenson-Holtz & Assoc.
Watsonville, California

Stewart Rehabilitation Center
Ogden, Utah

Straub Clinic & Hospital
Honolulu, Hawaii

Sunrise Hospital-Medical Center
Las Vegas, Nevada

The Orthopedic Specialty Hospital
Murray, Utah

Sutter General Hospital
Sacramento, California

Sutter Memorial Hospital
Sacramento, California

Therapy West
Culver City, California

Thompson Physical Therapy & Assoc., Inc.
Yuba City, California

Torrance Memorial Hospital
Torrance, California

Touro Rehabilitation Center
New Orleans, Louisiana

Tri-City Hospital
Oceanside, California

Trinity Medical Center-West Campus
Rock Island, Illinois

Turlock Diagnostic Center
Turlock, California

Tustin Rehabilitation
Tustin, California

UCLA - Harbor General Hospital
Torrance, California

UCLA Hospital and Clinics
Los Angeles, California

Ukiah Valley Medical Center
Ukiah, California

University Hospital – UCSD
San Diego, California

USC University Hospital
Los Angeles, California

Valley Hospital Medical Center
Van Nuys, California

VA Medical Center - Wadsworth
Los Angeles, California

VA San Diego
San Diego, California

VA Medical Center Long Beach
Long Beach, California

**Visiting Nurses Association of
Orange**
Irvine, California

Walker PT
Orange, California

Washoe Medical Center
Reno, Nevada

Western Medical Center
Santa Ana, California (Orange County)

Western Rehabilitation Institute
Sandy, Utah

West Hills Reg. Medical Center
West Hills, California

White Memorial Medical Center
Los Angeles, California

Wilshire Center Physical Therapy
Los Angeles, California

Wolfson Rehabilitation Center
Wimbledon, England

Work Right-St. Luke's Hospital
San Francisco, California

Index

Academic Advisement Center	56, 65	Advanced Religious Studies	14
Academic Calendar	4	Gerontology	13
Academic Dishonesty	44	Hispanic Pastoral Ministry	14
Academic Petitions	45	Pastoral Care/Counseling	
Academic Policies	40	Ministry	14
Associate Degree	49	RST Graduate	13
Baccalaureate Degree	56	Youth Ministry	14
Graduate Degree Programs	75	Chemistry	111
Academic/Student Affairs Staff	274	Child Development	115
Accreditations	2	Child Development Center	22
Administrative Officers	273	Classification of Students	47
Administrative Services Degree/ Credential	129	Commencement	42, 75
Admissions		Commuter Services	70
Undergraduate	23	Computer Science Emphasis	163
Hope Program	25	Counseling	
Intercampus Transfers	27	Chalon Campus	68
International Students	27	Doheny Campus	53
Transfer Students	25	Counseling Degree	223
Weekend College	26	Course Load	50, 75
Graduate Students	73	Course Numbers and Designation	76, 81
Advanced Placement	28	Courses of Instruction	81
Advanced Standing	46	Credential Program	123, 130
Advanced Religious Studies	239	Postgraduate Basic Teaching	124
Affirmative Action	2	Services Credential	
Alumnae Association	11	Pupil Personnel	123
American Studies	82	Specialist Credential	
Application for Degree	48, 75	Learning Handicapped	130
Applied Music Faculty	285	Credit	
Art	84	By exam	46, 78
Associate Degree Program	49	Credit/Non-credit grade	41, 77
Associated Student Body		Unit load	50, 75
Chalon Campus	68	Cross-Registration, UCLA	67
Doheny Campus	52	Dean's List	42
Athletics	53, 71, 264	Degree Requirements	
Attendance	43	Associate	49
Audit	35, 41	Baccalaureate	56
Bachelors Degree Program	55	Directed Study/Independent Study	44
Biochemistry	89	Dismissal	44, 79
Biological Sciences	90	Disqualification	44
Board of Trustees	273	Double Major	64
Business Administration		Early Childhood Education	119
Associate Program	97	Economics Courses	118
Baccalaureate Program	98	Education	
Weekend College	98, 104	Admission to credential status	123
Business Management and		Admission to program	123
Administrative	276	Baccalaureate Degree	122
Calendar	15	Course descriptions	131
Campus Ministry		Graduate Program	128
Chalon Campus	69	Elementary Teaching	121
Doheny Campus	53	Employment, student	33
Career Planning Center		English	140
Chalon Campus	69	Examinations	
Doheny Campus	53	Course	46
Certificate Programs		Placement	43
		To satisfy requirements	46

Expenses	35	Loans	29
Faculty	277	Marriage, Family, and Child Counseling	73
Family Education and Privacy Act	10	Masters Degree Programs	12, 72
Fees	35	Mathematics	163
Financial Aid	29	Ministry with the Hispanic	247
French	147	Modern Language Requirement	64
International Business		Multiple Subject Credential	124, 130
Emphasis	147	Music	168
General Studies		Nondiscrimination Policy	2
Curriculum	56	Nursing Program	
Double counting	64	Associate	181
Requirements	57	Baccalaureate	182
Gerontology	150	Cooperating Agencies	286
Grades	40, 77	Occupational Therapy	192
Grade Point Average (GPA)	41	Off-campus housing	70
Graduate Council	80	Organizations, Student	52, 67
Graduate Degree Programs	72	Pastoral Care/Counseling	240
Graduation with honors	50, 65	Payment	38
Grievance Procedure	45, 79	Petitions	45, 79
Health and Accident Insurance	36	Philosophy	195
Health Service		Physical Education	199, 264
Chalon Campus	68	Physical Science	200
Doheny Campus	53	Physical Therapy	
Hispanic Pastoral Ministry	247	Associate Degree (Assistant)	202
History	152	Masters Degree	210
History of the College	9	Clinical Affiliates	289
Honors		Physics	216
Dean's List	42	Placement Examination	43
Graduation with	50, 65	Political Science	217
Societies	43	Pre-Dental Program	91
Honors Program	65	Pre-Health Program	221
HOPE Program	12	Pre-Law Program	220
Human Services Program	156	Pre-Medical Program	91
Incomplete Grading	41, 77	Pre-Physical Therapy Program	92
Independent Study	44	Probation	79
Individually Designed Major		Psychology	
Baccalaureate	55	Baccalaureate	222
Graduate	130	Master of Science	223
Insurance, Health and Accident	36	Readmission, Graduate	76
Instructional Media Center	14	Reduced Charges	38
Interdisciplinary Courses	262	Re-Entry Student Program	71
Internship	43	Regents Council	274
Journalism	157	Religious Education Certificate	13
Junior Year Abroad	66	Religious Commitment	10
Leadership Program		Religious Studies	
Chalon Campus	68	Baccalaureate Degree	234
Doheny Campus	53	Graduate Degree	238
Learning Handicapped		Certificate Programs	14
Credential	127	Repetition of Courses	42, 78
Degree (M.S. Special Education)	130	Residence Costs	37
Learning Resource Center	57, 70	Residence Life	
Leave of Absence	45	Chalon	69
Legal Responsibility of College	11	Doheny	53
Liberal Arts Program			
(Associate Degree)	158		
Liberal Arts Degree	158		
Liberal Studies Degree	160		
Library Facilities	14		

Residence Requirements		Student Support Services (ISAE)	52, 71
Chalon	56	Study Abroad	66
Doheny	50	Teacher Education Cooperating	
Graduate Program	75	Staff	285
Scholar-Mentor Program	69	Testing	43, 49
Second Major	64	Transcripts	45
Secondary Teaching	122	Transfer	
Single Subject Credential	123, 124	Admission procedures	25
Sisters of St. Joseph College		Of credit	47, 78
Consortium Exchange	67	Students	46
Social Action (Associate Degree)	51	Trustees, Board of	273
Social Science	251	Tuition	
Sociology	256	Deposit	25
Spanish	259	Reduced Charges	38
International Business		Unauthorized Withdrawal	42
Emphasis	259	UCLA Cross-Registration	67
Special Education (Learning Handicapped)	127	Unclassified Status	76
Special Programs	262	Washington Semester Program	66
Speech	267	Weekend College	12
Spiritual Theology, Applied	268	Withdrawal	
Student Activities	52, 68	From college	45, 79
Student Affairs		From courses	42, 79
Chalon Campus	67	Reduced Charges	38
Doheny Campus	52	Women's Leadership Program	53, 68, 266
Student Placement Office	69	Minor	253
Student Services		Women's Studies Minor	271
Doheny Campus	51	Work/Study Program	33
		Youth Ministry Program	241

NOTES

NOTES

Mount *St. Mary's* COLLEGE

CHALON CAMPUS
12001 Chalon Road
Los Angeles 90049
(310) 476-2237
FAX (310) 476-9296

DOHENY CAMPUS
10 Chester Place
Los Angeles 90007
(213) 746-0450
FAX (213) 744-0833